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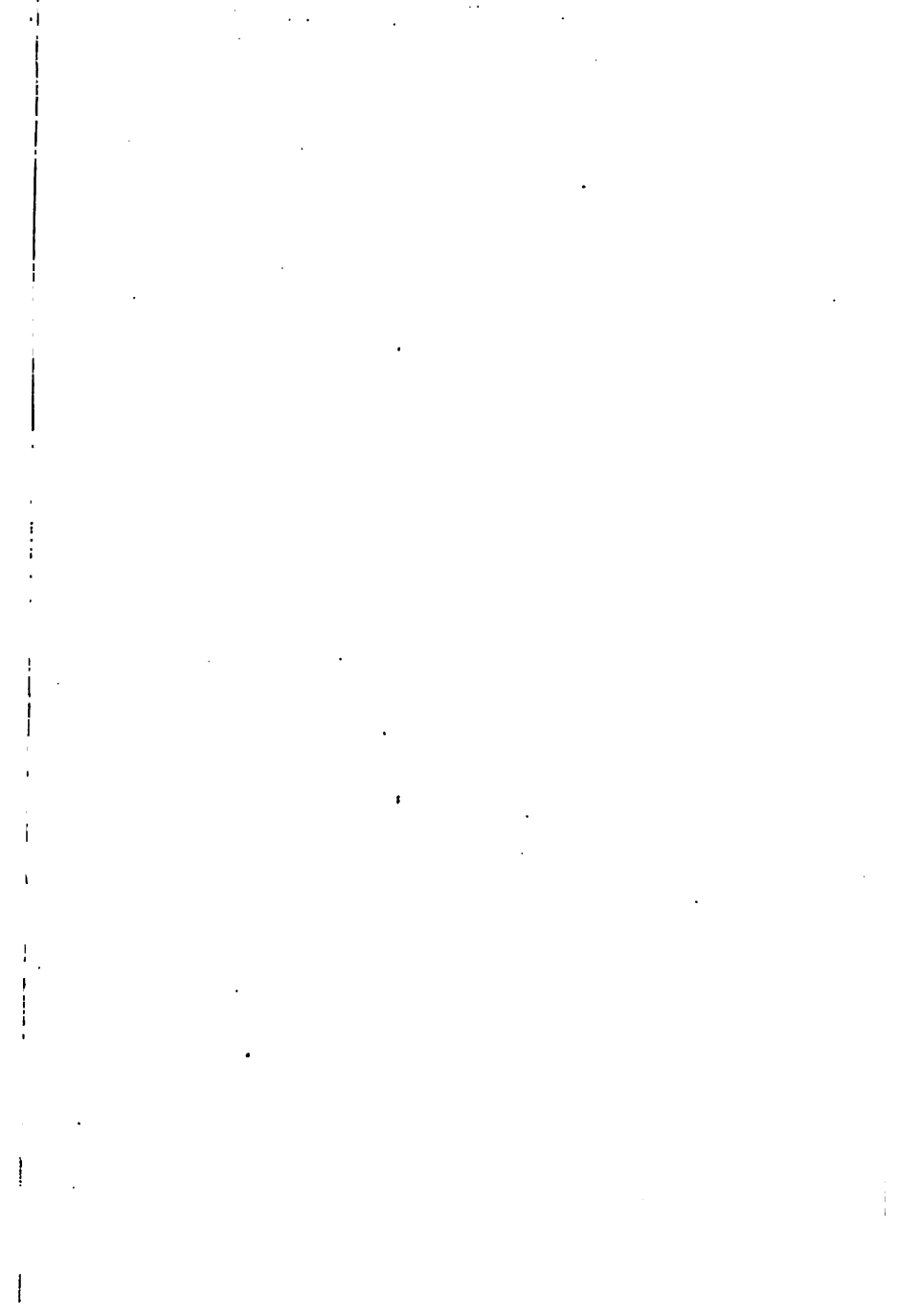


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LAIDLEY'S OUR ENGLISH, BOOK ONE

E. P. 1

MADE IN U. S. A.

PREFACE

Our English deals with language as a living, growing thing. It aims to stimulate in children a desire to speak and to write; it points out the way to clear expression; and it suggests situations that are actual realities to children.

Teachers often find difficulty in unifying the diverse lines of activity in the course in English and in giving the proper emphasis to each subject. The material in this book is so grouped that one topic reinforces another. An organic unity in each chapter gives a unity of impression that makes the teaching effective and lasting.

Attention is directed to the following features of Book One:

1. *Progression* — Beginning with easy oral composition, copying, dictation, and interesting language games in Part One, the book proceeds by regular steps to more difficult composition.

2. *Oral and Written Composition* — The book strongly emphasizes oral composition. Not only are stimulations and situations requiring oral composition freely provided, but definite directions for preparation to speak are given. Before pupils are asked to write original compositions, the thought is developed through oral composition; and by means of copying and dictation the essentials of the mechanics of writing are taught.

3. *Sentence Study and Technical Grammar* — From the beginning, pupils are taught to speak in complete sentences. Later the parts of the sentence are studied; and in the latter part of the book a simple treatment of the parts of speech is presented. Thus the sentence sense is developed both through *use* and through *understanding*. The technical grammar, however, is subordinated to actual use of language in speaking and in writing.

4. *Correct Usage* — Frequent drills in correct usage are given throughout the book. These drills emphasize the correct forms of expressions that children most often use incorrectly. In Part One the drills are given in the form of interesting games.

5. *Dictionary Study* — Graded lessons in the use of the dictionary are begun in the first part of the book and are continued throughout.

6. *Letter Writing* — Letters growing out of the activities of the school and other phases of language work form an important part of the written composition.

7. *Content and Mechanics* — Since children learn to speak and to write primarily because they have something to express, the mechanics of composition in this book are limited to the actual needs of the pupils.

8. *Treatment of Literature* — The poems and stories included in this book were chosen (1) for their interest to children, and (2) for their power to inculcate valuable ideals.

9. *Picture Study* — Pictures are used as a means of stimulating imagination and directing it into worthy channels. The questions that accompany each picture bring out the child's own feeling about the picture, and suggest to him something to tell either as a story or as an impression.

10. *Civic Ideals* — The book strongly emphasizes those ideals of patriotic service, thrift, health, and character that are inseparably connected with language.

To the many teachers in various parts of the United States whose classrooms she has been privileged to visit, to her coworkers in the Committee on Economy of Time, and to the teachers and principals of the schools of Charleston, West Virginia, the author wishes to express her appreciation and gratitude.

MARY FONTAINE LAIDLEY

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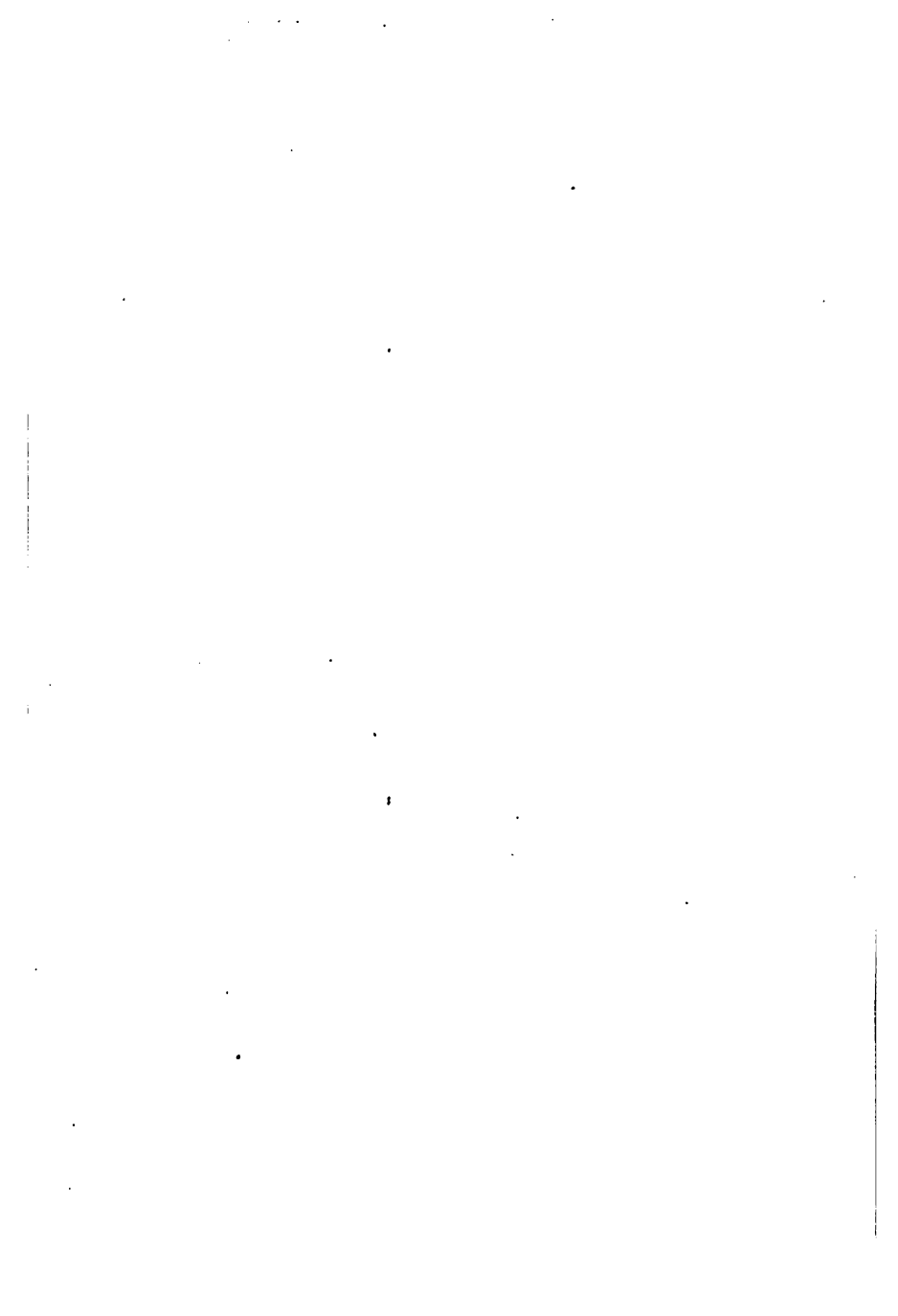


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PART ONE

I. CLUB WORK, THE FARM, THE FAIR

Club Work

Tell the class what you know about boys' and girls' clubs. Stand straight and look at the class while you are speaking. If you are a member of a club, tell what your club did last year. Tell what plans you have for the coming year. Tell what good the clubs do. If you are not a member of a club, find out from others what the clubs do.

Think what you are going to say before you begin. Try to give two or three sentences about the same subject.

Game — *There Are*

Divide the class into two sides, as for a spelling match. A leader points to different objects in the room, as the clock, a box of chalk, two boys, three books, etc. The first pupil says, "There is the clock," or "There are three books." Each pupil must answer quickly when his turn comes, and say "There are" or "There is" before naming the object or ob-



jects the leader points out. Be careful to say "*There are*" if you mean more than one. Do not say "*They are*" or "*They is.*" When a pupil makes a mistake he must sit down. The side having the greater number of pupils standing at the end of the game wins. The game may last five or ten minutes.

The Fair

Tell when and where the county or state fair was held. Tell what you did at the fair. Tell what you liked best. Tell something funny about the fair. Tell what good the fair does.

If you did not attend the fair tell something about one of your pets or toys.

Think out two or three sentences on one of these topics before you begin to speak. Try not to connect your sentences with *and* or *so*.

Speak distinctly and look at the class while you are speaking.

A Paragraph to Copy

Always **indent** or set in the first word of a paragraph. Begin each sentence with a **capital letter**. Place a **period** at the end of a sentence that tells something.

Copy the following paragraph as neatly and as carefully as you can:

I went to the fair last week with father and mother. The boys and girls of the county had their club work on exhibition. One boy had a calf worth one thousand dollars. He had taken good care of it and had made it very fat. There were many cans of fruit that the girls had put up. The fair showed what boys and girls can do.

The Farm

What necessary articles do people in cities get from the farm? What would become of our country if we had no farms? What must the farmer do in order to supply food to towns and cities?

After you have thought over the questions above, plan two or three sentences to speak before the class. Tell why farms and farmers are so important to our country. Tell what kinds of work the farmer does. Tell what kind of man a farmer must be in order to succeed. Tell the advantages of living on the farm. Tell what boys and girls can learn on a farm.

Speak distinctly, stand erect, and look at the class while speaking. Confine your sentences to one topic; do not try to speak about every topic suggested above.

Dictation

Indent your paragraph. Begin every sentence with a capital letter. Place a period at the end of a sentence that tells something. Study the paragraph given below, and then write it from dictation.

I should like to be a farmer. A farmer can raise nearly everything that he eats. He does not have to buy much from stores. He helps people in cities by selling food to them. A good farmer is a help to our country.

Study of a Poem

Read the following poem, and see if it reminds you of some happy vacation which you may have spent on a farm :

**FAREWELL TO THE FARM**

The coach is at the door at last;
The eager children, mounting fast
And kissing hands, in chorus sing:
Good-by, good-by, to everything!

To house and garden, field and lawn,
The meadow gates we swang upon,
To pump and stable, tree and swing,
Good-by, good-by, to everything!

And fare you well for evermore,
O ladder at the hayloft door,
O hayloft where the cobwebs cling,
Good-by, good-by, to everything!

Crack goes the whip, and off we go;
The trees and houses smaller grow;
Last, round the woody turn we swing;
Good-by, good-by, to everything!

ROBERT LOUIS STEVENSON

When you visit the farm you probably go in an automobile, a carriage, or a wagon. The children in the poem rode in a coach with four horses, like the one in the picture on page 4. How do you know that they had a happy time at the farm? Why were they eager to climb into the coach? What did these children do while they were on the farm? Why did they like to climb into the hayloft? What other things do you like to do in the country?

When the children rode away how did the trees and the houses look? When did they lose sight of them altogether? What does the "woody turn" mean?

Ask your teacher to read aloud to you the poem *Farewell to the Farm*.

neighborliness in your own community. Tell how boys and girls can be good neighbors.

Speak straight to the class. Tell what you have to say in complete sentences. Try not to use many *and's* and *so's*.

Game — *May I?* *Can I?*

Select a leader. Divide the class into two sides, with a captain for each side. The following groups of words are written on the blackboard. The leader points to one group, for example, "Leave the room." The first pupil on one side must ask a question beginning with "May I" or "Can I." Remember that *May I?* means *Have I permission?* and *Can I?* means *Am I able?* Every answer must be given in a complete sentence. If a pupil makes a mistake he must sit down. The side that has the greater number of pupils standing at the end of the game wins. The game may last ten minutes. The leader may point to each group of words several times.

WORD GROUPS TO BE USED WITH

May I OR *Can I*

- | | |
|---------------------------|-------------------------------|
| ... leave the room? | ... write on the blackboard? |
| ... lift ten pounds? | ... jump over that fence? |
| ... close the window? | ... catch Mary? |
| ... change my seat? | ... pass the waste basket? |
| ... write well? | ... read as well as Lucy? |
| ... go home at recess? | ... read next? |
| ... run faster than John? | ... play with the other boys? |
| ... have another paper? | ... have my knife? |



Good Roads

Tell what good roads do for the farmer. Tell how good roads make people more neighborly. Tell how good roads make food cheaper for city people. Tell which roads in your neighborhood are the best. Tell which roads need improvement. Tell how money is raised to make good roads. Show why all must work together to secure good roads.

Select one of these topics to speak on before the class. Think out two or three good sentences on the topic you have selected. Speak plainly.

Dictation

Write the following paragraph from dictation:

Good roads make good neighbors. We like to visit our neighbors when we can travel over good roads. We can also meet our neighbors at church and at school when we have good roads.

Coöperation, or Working Together

Tell how coöperation is necessary to secure good roads. Tell other ways in which farmers or other citizens are benefited by coöperation. Tell how boys and

girls must coöperate to make a good school. Tell some of the disadvantages of not working together. Give examples of coöperation and of lack of coöperation.

Select one topic on which to speak, and prepare two or three complete sentences on that topic.

Game — *I Have, I Haven't Any*

Beans, buttons, or any small objects may be used for this game. One or two pupils distribute the objects to the other pupils, giving them out unequally. Some pupils will not have any. At the word "Change" each pupil changes with the one in front of him. The teacher then asks each pupil to tell how many he has. He must answer with a complete sentence; as, "*I have five*"; "*I haven't any*"; "*I have none.*" Do not say "I've got five," or "I ain't got none."

Original Story — *Being a Good Samaritan*

Try to recall any story you have heard or read in which some one helps another, as the good Samaritan did. Tell your story to the class. Try to interest your classmates by making your story clear.

Original Paragraph

Think out four or five sentences relating to some topic you have talked about in class. Write your sentences. Be careful to indent the first word of your paragraph. Leave a margin of one inch on the left side of your paper. Begin each sentence with a capital, and place a period at the end of each sentence that tells something.

III. HONEST WORK

Different Occupations

Tell what the men in your community do. Tell what the women do. Select one occupation, and tell the class something about it; as, "What the Miner Does," or "What the Lumberman Does." Tell why every one ought to work.

Think over what you are going to say before you say it. Speak distinctly. Use complete sentences.

Game — *Fortune Telling*¹

Collect a number of pictures of objects and place them on the teacher's desk, face down. Divide the class into two groups, fortune tellers and fortune seekers. Each fortune seeker takes a picture from the desk, peeps at it, and tells a fortune teller what he saw. The fortune teller must then tell him what he will be. The following suggestions will show how the game is played. Add many other pictures:

FORTUNE SEEKER

"I saw a ship."

"I saw a broom."

"I saw a wagon."

FORTUNE TELLER

"You will be a sailor."

"You will be a janitor."

"You will be a teamster."

Be careful to say "I *saw*," not "I *seen*."

¹ Adapted from *Speaking and Writing English*, by Bernard M. Sheridan, Benjamin H. Sanborn and Company, Publishers. With permission.

A Poem about Labor

Ask your teacher to read the following poem aloud to you:

THE VILLAGE BLACKSMITH

Under a spreading chestnut tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing floor.

He goes on Sunday to the church,
And sits among his boys;
He hears the parson pray and preach,
He hears his daughter's voice,
Singing in the village choir,
And it makes his heart rejoice.

It sounds to him like her mother's voice,
Singing in Paradise!
He needs must think of her once more,
How in the grave she lies;
And with his hard, rough hand he wipes
A tear out of his eyes.

Toiling — rejoicing — sorrowing,
Onward through life he goes;
Each morning sees some task begin,
Each evening sees it close;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught!
Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought.

HENRY WADSWORTH LONGFELLOW ¹

Smithy means blacksmith shop; sinewy means strong; brawny means full of muscle.

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The first two stanzas give you a picture of the smith. Tell how he looks. Can you see him? Do you know any one that looks like him?

What does the third stanza tell?

Give the picture described in the fourth stanza. *Chaff* is the *light husks* that fly away when wheat is threshed, just as the sparks fly away from the blacksmith's anvil.

Why is the blacksmith a man you would like to know? Should you be willing to trust him with money? Why do you think he would never have to borrow or beg?

Read aloud the parts of the poem that you like best. Then memorize them.

Reading Aloud

One pupil may read the first stanza, another pupil the second, and so on. Every other line is indented, because the uneven lines rime.

Copying

Notice that each line begins with a capital letter.

The first word of every line of poetry begins with a capital letter.

Copy the stanza that you like best.

The Author

The Village Blacksmith was written by the American poet Henry Wadsworth Longfellow. Longfellow often passed the shop of a real blacksmith who worked in a smithy under a chestnut tree. The poet saw the children standing around the smith, watching him at work.

Years after the poem was written the children of Cambridge, Massachusetts, had a chair made from the old chestnut tree and gave it to Longfellow. You may be sure that he was proud of it.

A Blackboard Paragraph

Work out several sentences that will make a connected paragraph about the blacksmith. A pupil may write the paragraph on the board, as the other pupils give the sentences. Be sure that each sentence fits into the one before it. Do not begin your sentences with *and* or *so*.

Copy the paragraph from the blackboard. Leave a margin of one inch on the left of your paper. Indent the first word. Begin each sentence with a capital.

Game — *It Is I, It Is He, It Is She*¹

A child stands in the corner blindfolded. Another pupil stands beside him not blindfolded. A third child steps up and taps the blindfolded one on the back. The blindfolded pupil asks, "Who is it?" The child who did the tapping says, "It is I." If the blindfolded pupil guesses the correct child, the pupil beside him says, "It is he," or "It is she." If he does not guess correctly, the other pupil says, "It is not she," etc. When the right one is guessed, he takes the place of the blindfolded one, who sits down.

¹ Adapted from *Speaking and Writing English*, by Bernard M. Sheridan, Benjamin H. Sanborn and Company, Publishers. With permission.

IV. OUR SCHOOLHOUSE

Making the Schoolhouse Attractive

Tell what you think are the attractive features of your schoolhouse or schoolroom. Tell what features you think are not attractive. Suggest improvements. (Tell things that can really be done.) Tell how you think each pupil may help improve the school's appearance. Form a club for improving the schoolhouse. Elect a president, two "clean-up" officers, and a decorating committee. Tell what each of these officers should do to improve the schoolhouse.

Plan what you have to say, and say it in complete sentences. Stand squarely on both feet, and look at the class when you speak.

Dictation — Question Mark

After every sentence that asks a question place a **question mark**; as, "Where are you going?"

Notice the question marks and the periods in the following paragraph. Study this paragraph until you can write it perfectly when it is dictated.

What can we do to improve our schoolhouse? Let every pupil try to keep papers and dirt off the floor. Don't you think this will make our schoolhouse more attractive?

Writing Letters

Notice how the following letter is arranged:

Gainesville, Ga.
October 24, 1922

Dear Mr. Pratt,

The boys and girls of the fourth grade are trying to have an attractive school room. We should very much like to have some good pictures to brighten our walls. If we raise enough money to buy the pictures, will you ask the board of education to have them framed for us?

Yours truly,
Arnold Shaw

The **heading** of the letter, telling the place where and the time when it was written, begins near the middle of the page.

The **salutation**, "Dear Mr. Pratt," begins at the margin, one inch from the left edge. Notice the comma that follows the salutation.

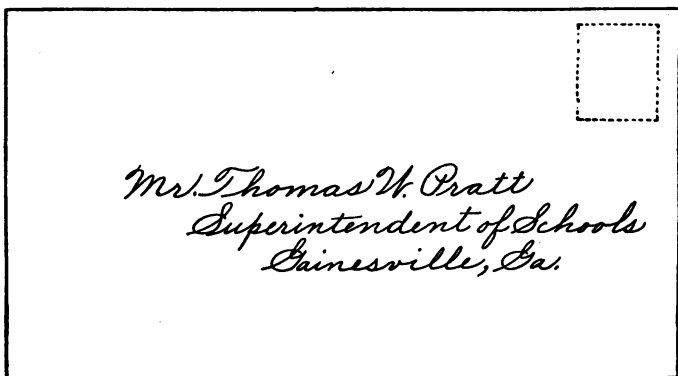
The **body** of the letter, or the part that is most important, begins on the line below the salutation. The first word of the body of the letter is indented.

The **complimentary close**, "Yours truly," is placed on the line below the body of the letter, beginning near the middle of the page.

The **signature**, "Arnold Shaw," is written on the line below, and a little to the right of the complimentary close.

Addressing the Envelope

The letter on page 17 was placed in an envelope, addressed as follows:



Copy this address on a piece of paper five inches long and three and one half inches wide.

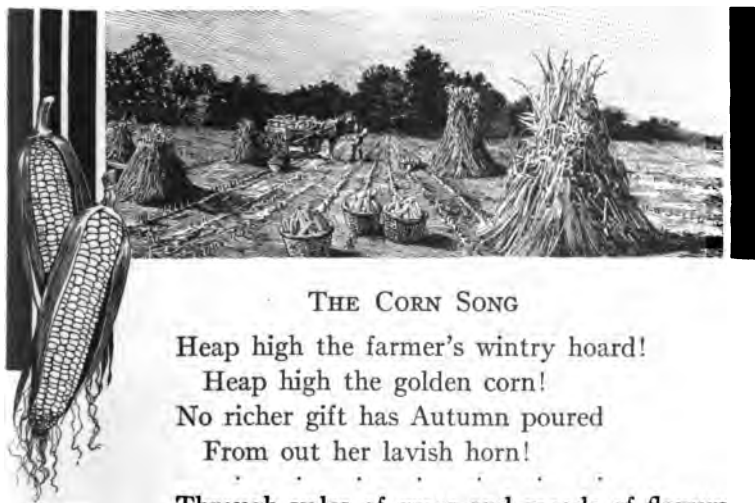
A Letter to Your Mother

Write a short letter to your mother, or to some friend, telling her one thing you intend to do to improve the appearance of your school. Fold your letter and place it in an envelope. Address the envelope and take it home. Be careful to follow the correct form for writing a letter.

V. PREPARING FOR WINTER

A Poem for Study

Ask your teacher to read the following poem aloud to you. As she does so, try to see the pictures suggested.



THE CORN SONG

Heap high the farmer's wintry hoard!
Heap high the golden corn!
No richer gift has Autumn poured
From out her lavish horn!

Through vales of grass and meads of flowers
Our plows their furrows made,
While on the hills the suns and showers
Of changeful April played.

We dropped the seed o'er hill and plain
Beneath the sun of May,
And frightened from our sprouting grain
The robber crows away.

All through the long, bright days of June
Its leaves grew green and fair,
And waved in hot midsummer's noon
Its soft and yellow hair.

And now, with autumn's moonlit eves,
Its harvest time has come,
We pluck away the frosted leaves
And bear the treasure home.

There, when the snows about us drift,
And winter winds are cold,
Fair hands the broken grain shall sift,
And knead its meal of gold.

.
Where'er the wide old kitchen hearth
Sends up its smoky curls,
Who will not thank the kindly earth,
And bless our farmer girls!

.
Let earth withhold her goodly root,
Let mildew blight the rye,
Give to the worm the orchard's fruit,
The wheat field to the fly;

But let the good old crop adorn
The hills our fathers trod;
Still let us, for his golden corn,
Send up our thanks to God!

JOHN G. WHITTIER ¹

¹ Used by permission of, and by special arrangement with, Houghton Mifflin Company, authorized publishers of the works of Whittier.

Whittier was once a farmer's boy in New England. He saw the beauty of the corn as well as its use, and in this poem he helps us to appreciate what a blessing our cornfields are.

In the first stanza the poet tells us that the corn is the farmer's "wintry hoard"; that is, the supply he has laid up for winter. *Autumn* is here written with a capital, because the season is thought of as a woman, pouring out blessings from a horn of plenty.

Why is the expression "changeful April" used?

What are the "robber crows"?

Tell how a cornfield looks in midsummer. What is the corn's "soft and yellow hair"?

Tell how the corn is harvested. What are "autumn's moonlit eves"?

In winter what does the farmer do with his corn? Who makes the meal into bread? Look at this picture of Whittier's kitchen and tell about it.



What do the last two stanzas tell us? Do you think the poet wishes the potato, the rye, the orchard, and the wheat to be spoiled? What does he mean? Why do you think corn is the most useful thing the farmer raises?

Ask your teacher to read this poem aloud. As she does so, try to see the pictures suggested.

Harvesting

Tell what is done with wheat when it is ripe. Tell when it is harvested. Tell what is done with potatoes. Tell what is done with apples. Tell other things the farmers put away for winter.

Plan two or three sentences about one of these topics, and speak them plainly and clearly to the class.

Read the stanza from *The Corn Song* that you like best. Copy this stanza. Begin each line with a capital letter.

Dictation—Capitals

Capitals are used for the name of any lifeless object or animal when it is thought of as a person; as, *Autumn* in the first stanza of *The Corn Song*, and as *Mr. Crow* in the following section.

Read the following paragraph. Notice the capitals, the periods, and the question mark. When this paragraph is dictated try to write it perfectly.

Have you ever seen a scarecrow? When the farmer plants his grain the crows are likely to eat it up. To keep Mr. Crow away the farmer puts up a scarecrow. It is a

stick man dressed in an old coat and a hat. Mr. Crow thinks it is a real man. He is afraid to dig up the corn when the scarecrow is there.

Game ¹

I grew it	I drew it
I threw it	I flew it
I blew it	I knew it

Divide the class into two sides, as for a spelling match. A leader gives out the following words, one at a time. The pupil whose turn it is must answer with one of the sentences above. If a pupil hesitates or if he gives the wrong answer, he must sit down.

a bubble	a riddle	a baseball	an answer
a whistle	a lesson	a kite	a horn
a tulip	a picture	a leaf	a dog

Nutting

Tell where the nut trees grow in your neighborhood. Tell some fun you have had in gathering nuts. Tell what animals like nuts.

Plan sentences on one of these topics. Stand up straight, look at your classmates, and speak distinctly.

¹ Adapted from *Speaking and Writing English*, by Bernard M. Sheridan, Benjamin H. Sanborn and Company, Publishers. With permission.



Picture Study

Look closely at the picture of the children gathering nuts. Tell a story about these children. Bring the squirrel into your story. After you have thought over your story, stand and tell it to the class.

Review of *The Corn Song*

Recite from memory as much of *The Corn Song* as you can. Write the second stanza from dictation.

Apostrophe

In the first stanza of *The Corn Song* notice the word *farmer's*. To show that the wintry hoard belongs to the farmer the apostrophe (') and s are added to the word *farmer*. Look at the fourth, fifth, and eighth stanzas for other words that express ownership or possession. "The girl's dress," "Tom's pencil," "Mr. Brown's horse" also express possession.

Write short sentences in which you use the following words to express possession:

dog
bird

sister
brother

Mary
horse

Use an apostrophe and s after a name word to express possession.



CHILDREN GATHERING NUTS

VI. PROTECTION OF THE FORESTS

The Value of Forests

Read the following paragraph thoughtfully:

Forests not only make a country beautiful, but they help protect it from floods and droughts. The leaves from the forest make a thick pad that absorbs a great deal of rainfall, and allows it to seep slowly into the earth. Without this pad of leaves the water runs rapidly into the streams and swells them until they overflow their banks, and so cause destructive floods. Then again, if the forests are cut down, the earth has no protection from the leaves. It soon becomes dry and hard, so that all the little springs are dried up. Then comes a drought when the crops fail, and people suffer from lack of food. Both China and Palestine used to be rich, productive countries, but since their forests have been destroyed, they have lost their richest possession. Now they often have droughts and floods.

A Talk about Forests

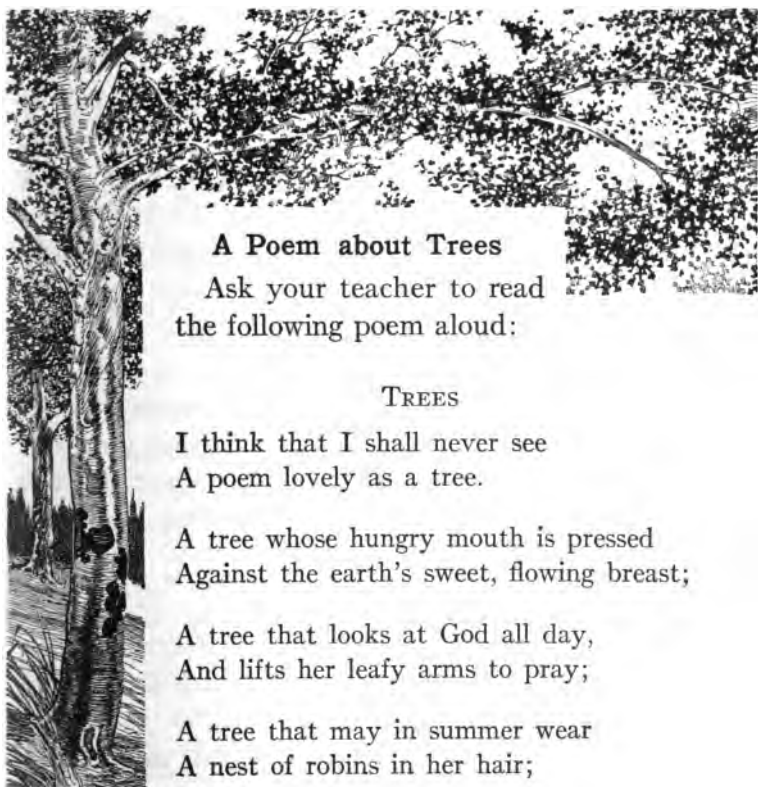
Tell how the forests help to prevent floods and droughts. Tell other ways in which forests benefit a country. Tell what may be done to protect our forests. Tell how fires damage forests. Tell how these fires may be prevented. Why is it necessary to be careful about starting and leaving a fire in the woods? What may children do to protect our forests?

Select one of the above topics and prepare to speak two or three sentences about it.

Dictation

Read carefully the paragraph given below. Observe the capitals, periods, question mark, and apostrophe. Write the paragraph when it is dictated.

Do you see the smoke and the flames coming from the hill? It must be a forest fire. Very likely it was caused by some camper's carelessness. We should always be sure to put out our camp fires.

**A Poem about Trees**

Ask your teacher to read
the following poem aloud:

TREES

I think that I shall never see
A poem lovely as a tree.

A tree whose hungry mouth is pressed
Against the earth's sweet, flowing breast;

A tree that looks at God all day,
And lifts her leafy arms to pray;

A tree that may in summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.

JOYCE KILMER¹

This poem was written by a young American who lost his life in the World War. He was a fine man and a brave soldier and he loved nature. He asks you to think of a tree as a person, as a beautiful woman who lifts her arms in prayer to God.

What is meant by the tree's "hungry mouth"? What feeds the tree? What are the tree's "leafy arms"? Look at a beautiful oak or elm, and think of it as looking at God as it points to the open sky.

How may a tree "wear a nest of robins in her hair"?

Intimately means *in a very friendly way*. Do you see how a tree lives intimately with rain?

Why is a tree greater than a poem?

Read the poem to yourself. Then memorize it.

Capitalize the word *God*. You will notice that the word *God* is used twice in this poem. Whenever you use the word *God* or any other name referring to God, you must begin it with a capital letter.

Reading the Poem

Each pupil may read the stanza of *Trees* that he likes best. One or two pupils may read the whole poem aloud to the class.

¹ From Joyce Kilmer: *Poems, Essays, and Letters*, Copyright 1918, George H. Doran Company, Publishers.

Copying

Copy neatly the first three stanzas of the poem *Trees*. Begin each line with a capital letter. Leave a space after each stanza. Capitalize the word *God*. Notice the apostrophe in *earth's*.

Select the tree that you like best (oak, pine, maple, elm, beech, poplar, sycamore, willow, apple, peach, or any other tree) and tell the class how it looks, where it grows, what kind of leaves it has, and why you like it.

Dictation

Trees are one of God's best gifts to us. They give us shade in summer. The earth would not be beautiful without trees. Should we not do all that we can to protect them?

Original Paragraph

Think what you would do if you were an oak tree or some other kind of tree. Write a paragraph of four or five sentences in which you tell what you would do if you were some kind of tree. You may begin your paragraph, "If I were — tree, I should —."

The following paragraph may give you some suggestions:

If I were an apple tree, I should bear large red apples. In the summer boys would climb up my branches. Little girls would make playhouses in my shade. The robins would build nests in the forks of my limbs. When autumn came, the farmer would gather my fruit and leave me lonely in the orchard.

VII. GOOD CITIZENS

Serving Our Country

Read the following paragraph thoughtfully:

Every one who lives in America can serve his country. He can keep its laws, and he can help pay its expenses. Most people over twenty-one can vote, or help elect the officers. In time of war men can fight for their country, and women can nurse the sick and help in other ways. We call this a government of the people because everybody helps.

What does "a government of the people" mean? In what way does every American have a part in governing our country? Tell what you think a good American is. Tell how you think he should act in time of war. Tell how you think he should act in time of peace.

A Story about the Flag

Read the following story to find out what the flag stands for. When you have read the story look at the frontispiece, where you can see the flag on the hillside.

THE FLAG ON THE HILLSIDE

Four fairies once lived on the side of a hill. From their home they could look down into a valley where

many children played. Although these children were bright, well dressed, and beautiful, they distressed the fairies very much, because they quarreled and fought as they played.

"Let's go through the world and look for something that will keep these children from quarreling," said the oldest fairy.

All agreed, and they set out, each in a different direction.

I

The first fairy came to a great city. She followed the crowd till she found herself in the heart of the business section. There every one was excited because a disastrous fire was sweeping a whole block of buildings. The firemen worked hard to subdue the flames, but their efforts were in vain. They succeeded in rescuing the occupants of the burning buildings, however, and they thought that every one was saved. But they were mistaken. At a window in the fourth story stood a woman holding a baby in her arms and looking desperately at the street below. The flames spurted from every window below her, and death seemed certain to any one who attempted to scale those burning walls. It seemed impossible to save her.

Then the crowd stood back amazed as a young fireman steadied a ladder and began rapidly to ascend to the window where the mother stood. He reached her. He drew her out of the flames and steadied her feet on the ladder. He held the baby in his own arms and told her to follow him to the street below.

A great cheer rose from the crowd as he gave the baby to its mother. Just then the burning wall trembled and fell. The crowd dispersed, and only the fairy remained to see what had become of the brave fireman. Beneath the ladder she saw his lifeless form. He had given his life bravely for others.

"Ah," said the fairy, "if the children in the valley could be as brave as this fireman, they would live peaceably together."



Now, as the fairy journeyed homeward, she passed through a great bed of red poppies. Filling her arms with the brilliant flowers, she carried them to her hillside and planted them in seven rows.

"When the children see these red blooms," she said, "they will think of bravery."

II

As the second fairy journeyed forth she came to a cottage covered with vines and climbing roses. It was a very peaceful spot. On the porch of the cottage a young mother was rocking her baby to sleep, and singing as she rocked. As the fairy looked at the sweet picture, she thought, "This young mother and her baby are pure and free from any evil thoughts or deeds. If the children in the valley had as pure hearts as the mother and her baby, they surely would not quarrel and fight as they do."

When the fairy turned back toward her hillside, she passed through a field of fragrant white lilies.

"These lilies," she said, "are as pure as the mother and baby I saw on the cottage porch. I will gather them and take them back to the hillside, where the children can see them."

When the fairy returned to the hillside she saw where her sister had planted the gay red poppies.

"I will plant my lilies in the rows between the poppies," she said. "Their white blossoms will make the children think of purity."



III

The third fairy traveled till late in the afternoon before she found anything that she thought would help the children. Then she was almost crushed in a crowd of people who were hurrying home from work. As a lady crossed the street she dropped her pocketbook. She did not miss it, but hurried on with the crowd. A ragged little newsboy spied it, and rushed upon it with joy. It meant a good supper and perhaps warm clothes to him if he kept it. The fairy watched him open it and gaze with delight at the bills he found inside. No one but the fairy saw him. She wondered what the child would do.

He did not know whose the money was. He could easily have darted through the crowd to a place of safety,

where he could have spent the money he so sorely needed. But the boy did not leave the spot where he had first found the pocketbook. He seemed to be waiting for something.

Soon the lady who had dropped the purse came rushing back in great excitement. Her face was stained with tears. As she came near the ragged boy he ran up to her and asked, "Lady, did you lose something?"

"Yes, indeed, I lost all the money I have in the world," she answered.

"Is this your pocketbook?" asked the child, as he handed it to her.

"Ah," sighed the fairy with relief, "how glad I am that truth and honesty were stronger than his temptation. If the children in the valley were always true, there would be less quarreling among them."



When she returned home she carried in her arms great clusters of blue hyacinths. "For blue," she said, "stands for truth. When the children see these blue flowers they will think of truth, and they

will be better for the thought."

She planted the bright blue flowers in a large bed at the corner of her sisters' red and white rows.

IV

At evening the fourth fairy was walking along a country road, when her eyes were attracted by the lighted windows of a farmhouse. Drawing near, she

looked in and saw the farmer's family seated around the supper table. She heard pleasant voices and laughter. Everybody seemed to be happy. She listened to hear what they were talking about.

"Neighbor Brown," she heard the farmer say, "wants some one to help him shuck corn to-morrow. Can any of you boys go?"

"I'll help him," said one.

"So will I," cried another.

"I want some one to help me make apple butter," said the mother.

"Oh, we will all help," replied the girls together.

The fairy saw an expression of love and kindness on every face. All seemed to wish to do a service to the others.

"How sweet love makes a home," thought the fairy, as she turned away. "Love shines like the stars."



Looking down she saw at her feet numbers of white, star-shaped flowers.

"I know what I'll do," she cried. "I'll carry these starry flowers back to the hillside where the children can see them. The flowers will make them think of love."

When she returned to the hillside with her arms full of the star flowers, she saw the beautiful bed of blue hyacinths that her sister had planted.

"How pretty my star flowers will look in that field of blue," she said as she scattered them among the hyacinths.

V

In the morning, when the children awoke, they saw on the hillside a beautiful flower bed.

"Why, that is like the flag!" they shouted. "There is red for courage, and white for purity, and blue for truth, and the stars for love!"

They looked at each other and hung their heads, for they knew that they had not acted as the flag told them to act.

Then the leader of the children shouted, "Let's give three cheers for Old Glory!" and all the children cheered loud and long.

"I think," said a little girl, "that we should remember what the flag stands for and stop quarreling."

That is just what the children did, for they were all real American children who believed in courage, truth, purity, and love.

Read the story until you can tell it. One pupil may tell the beginning, and five other pupils may each tell one part. In retelling the story try to see the people and the places that you tell about, and try to make the other children see them. Use the words of the different speakers, because the actual words of a speaker make a story seem more real.

Playing the Story

The story is divided into an introduction and five scenes. Where does the introduction take place? the first scene? the second scene? the third scene? the fourth scene? the fifth scene? What characters take

part in each scene? Find out what each character does and says. Choose different pupils to take the parts of these characters. Select different parts of the schoolroom for the scenes.

After you have planned your story you may play it. Each character should speak distinctly and should act in such a way that the audience will understand the story.

An Invitation

Write an invitation to your mother and father or to some one else to attend your Flag Day program. Tell when and where your program will be given. Copy your invitation neatly and deliver it to the one for whom it is intended.

A Program for Flag Day

One-Minute Talks on *Good Americans*—Four pupils

The Village Blacksmith—Recited by four pupils

America—Sung by the class

The Flag on the Hillside—A play in six scenes



VIII. THE USE OF BOOKS

School and Home Libraries

Tell what a library is. Tell whether you have a school library. Tell what good the school library does. Tell what books your school library needs. Tell why a child should have a library of his own and how he may collect one. Tell how a library gives pleasure. Name some books that give knowledge. Name some good books for a library.

Think over these topics, and be prepared to speak two or three connected sentences on some of them. Make clear what you have to say. Stand straight and look at the class while you are speaking.

Titles of Books

Begin each important word in the title of a book with a capital letter. Draw a line under the name of the book; as, Tom Sawyer, How the World Is Fed.

Write the names of five books that you have read.

A Poem about Books

Robert Louis Stevenson wrote many poems for children. When he was a little boy he liked to read storybooks, and to play that he was the hero of the book. In *Picture Books in Winter* he tells how he enjoyed books.

PICTURE BOOKS IN WINTER

Summer fading, winter comes —
Frosty mornings, tingling thumbs,
Window robins, winter rooks,
And the picture storybooks.

Water now is turned to stone
Nurse and I can walk upon;
Still we find the flowing brooks
In the picture storybooks.

All the pretty things put by,
Wait upon the children's eye,
Sheep and shepherds, trees and crooks,
In the picture storybooks.

We may see how all things are,
Seas and cities, near and far,
And the flying fairies' looks,
In the picture storybooks.

How am I to sing your praise,
Happy chimney-corner days,
Sitting safe in nursery nooks,
Reading picture storybooks?

ROBERT LOUIS STEVENSON

Ask your teacher to read the poem aloud to you. As she reads, try to see the pictures the poem suggests. In the first stanza what signs of winter are mentioned? The rook is a glossy black bird, somewhat like our crow.

Why do you enjoy storybooks more in winter than in summer? How do the storybooks make you think of summer? What do you find in storybooks that you do not find in the woods and fields?

What does the poet mean by "happy chimney-corner days"? "Nursery nooks" are quiet corners in the nursery. Do you remember pleasant days in winter when you have enjoyed books? In a few sentences tell what made the day pleasant. Tell what you have to say in complete sentences. Look at the class when you speak, and try to interest the children.

Dictation

Read the following paragraph, noticing the capitals, the periods, the apostrophe, and the question mark. Try to write the paragraph perfectly from dictation.

Mother gave me a new book for a birthday present. It is Black Beauty. It is the story of a horse. The horse's master was kind to him. Should you like to read my book?

Interesting Books

If you have read any of the following books, tell the class about them.

Pinocchio

Alice's Adventures in Wonderland

Nights with Uncle Remus

Arabian Nights Entertainment

Game — *Have, Haven't*¹

Each pupil in the class may paste the picture of some object on a card. There should be pictures of a ball, a dog, a hat, a book, a pencil, etc. A leader collects the cards, and has them distributed to the pupils, so that no one knows what any one else has. The leader then says, "I have lost my dog (or any other object that appears on a card). Fred, have you my dog?"

If Fred's card has a dog on it, he says, "Yes, Tom, I have your dog," and he hands the card to the leader. If he has not the object called for, he says, "No, Tom, I haven't your dog, but I think Frances has it." The leader then asks Frances the same question, and so on, until the lost object is found. The one who has the lost object then asks the question of some other pupil, and the game continues.

Books You Like

Name some book that you would like to read on a cold winter day. Tell a few sentences about this book, and show why you wish to read it.

One pupil may dictate a short paragraph about a book that he likes. Another pupil may write the dictated paragraph on the board, while the class suggest improvements in the sentences and the arrangement.

Each pupil may write a short paragraph about a book that he likes. Some of the best paragraphs may be read in class.

¹ Adapted from Deming's *Language Games for All Grades*. Used by permission of the Beckley-Cardy Company, Publishers.

A Letter

How is the heading of a letter written? A pupil may write a proper heading on the board.

How is the salutation written? What mark is placed after the salutation? A pupil may write the correct form on the board.

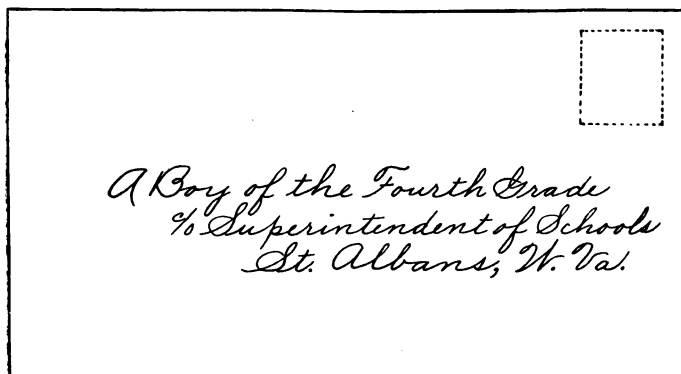
Where does the body of the letter begin?

Where is the complimentary close placed? Which words are capitalized?

Where is the signature placed? A pupil may write the complimentary close and the signature on the board.

Think out three, four, or five sentences about your school library. Discuss in class what would be interesting to a boy or a girl in another school. Write a letter to a boy or a girl in another school, telling about your school library or about a book that you have read and liked. Ask for a reply.

Address your envelope like this:





IX. TELLING STORIES

Learning to Tell a Story

You may often wish to tell others some of the stories that you read or hear, but perhaps you feel that you cannot tell a story well. In this chapter we shall work on learning to tell stories. The following is a story told by the Greeks long before they knew anything of airships or flying machines:

DAEDALUS AND ICARUS

Of all the wise men of Greece the most cunning was Daedalus. It was he who built the Labyrinth in Crete, with its queer twisting passages through which no one could find his way. Afterwards Daedalus displeased the king of Crete, and he, with his son Icarus, was thrown into prison. He managed to escape from prison, but he could find no way by which he could leave the island. He had no ship, and he could not communicate with his friends to ask them to send for him.

As he wandered through the lonely places of the island he noticed the sea gulls, which moved freely over land and sea. From watching them he thought of a plan by which he might free himself and his son Icarus.

He gathered a number of feathers dropped by the gulls. He fastened them together with thread and molded them in wax, so that he made two great wings like those of a bird. When they were finished Daedalus fitted them to his own shoulders, and after one or two efforts he found that by waving his arms he could sustain himself in the air. At first his attempts at flying were as awkward as the efforts of a boy learning to swim; but after a while he learned to handle his wings so well that he could keep himself up in the air and fly wherever he wished.



Then he set to work to make a pair of wings for Icarus. He taught Icarus how to use them, and warned him to be careful.

"If you fly too near the earth, the fogs will weigh you down," said Daedalus; "and if you fly too high, the heat of the sun will melt the wax so that your wings will come off."

But Icarus was a careless boy, who paid little attention to what his father said. As soon as he could manage his wings, he was so happy to be free that he forgot all the cautions of his father.

On a bright day Daedalus and his son put on their wings and rose into the air. How good it was to leave the earth and rise higher and higher into the clouds! Daedalus flew ahead and directed their course toward Greece. Icarus followed, too joyful to notice where his father went. Higher and higher Icarus rose, till he could no longer see the earth. He was alone and free among the clouds! He stretched out his arms to the sky and made towards the sun itself.

But alas for him! His arms that had seemed to uphold him relaxed. He felt himself dropping down, down through the clouds till he was only a little way above the sea. Then he knew what had happened. As his father had told him, the heat of the sun had melted the wax of his wings. The feathers were falling, like leaves from a tree in autumn. In vain Icarus beat the air with his hands; loudly he called. There was no one to hear or to help. In another moment, the boy with a loud cry sank into the sea.

Daedalus, far away near the coast of Greece, heard that last cry of his son and hastened back. But the father could find no trace of the boy except some floating feathers that told where the ambitious youth had sunk. Overcome with grief, Daedalus went to the temple of Apollo, where he hung up his wings as an offering. Never again did he attempt to fly.



Answer each of the following questions with a complete sentence:

1. Who were Daedalus and Icarus?
2. Why were they imprisoned?
3. When they escaped from prison why did they not return to Greece?
4. What plan did the sea gulls suggest to Daedalus?
5. How did Daedalus make his wings?
6. How did he fly?
7. Why did he make another pair of wings?
8. What warning did he give Icarus?
9. How did the two start back to Greece?
10. Why did not Icarus follow his father?
11. What happened to the boy?
12. How did Daedalus know what had happened?
13. How did Daedalus show his grief for his son?
14. In what way does this story suggest modern airships?
15. How are airships unlike the wings of Daedalus?

Dividing the Story into Parts

By reading the story carefully, we find that it may be divided into six parts. We may express the central thought of each part in a sentence, as follows:

1. Daedalus and Icarus wished to leave the island of Crete, but they had no ship.
2. Daedalus planned to get away by making wings with which to fly. He first made a pair for himself and then a pair for Icarus.
3. Daedalus taught Icarus to use his wings and warned him not to fly too high.

4. Icarus forgot his father's warning.
5. The sun melted the wings of Icarus, and he dropped into the sea.
6. Daedalus, finding that his son was drowned, gave up his wings and did not fly any more.

This is a bare outline or skeleton of the story to be filled in by telling more about each part. One pupil may tell the first part of the story, another the second part, and so on, until the whole story has been told. Each pupil must be careful to tell only his own part. It is best to think out in sentences just what to say.

Telling the Story

Six pupils may tell the story of *Daedalus and Icarus* according to the outline above. Pupils may practice telling the story at home to younger brothers and sisters or to their fathers and mothers.

Dictation

Study the following paragraph, noticing the capitals and punctuation marks. Write the paragraph from dictation.

Icarus flew high in the air. He forgot his father's warning. Soon he was near the sun. The heat of the sun melted the wax that fastened his wings. Down the boy fell into the sea.

A Story about a Picture

Look at the pictures on pages 43, 44, and 45. Many people dreamed of flying before the Wright brothers gave the first successful airplane to the world. Tell a

story about a boy who wished very much to fly, and how he finally had his wish. Tell a story about an airplane that was lost. Tell another story the pictures suggest to you.

Stories of Your Own Experience

Perhaps you have suffered because you tried to do something you should not do, or something you had been told not to do. Think over any experience of this kind you may have had. Where were you when it happened? Tell who was with you. What did you try to do? Why could you not do it? What happened to you? How did you feel? How were you punished? Tell your story in the order suggested by the questions. The other pupils may be able to suggest how you could have made your story better. After they have criticized it tell it again, trying to improve it.

Game—*Teach, Learn*

Divide the class into two groups. Choose a pupil in each group to be the leader of that group. Call one group A and the other B.

The leader of Group A asks a pupil in Group B, "What does your teacher teach you?" The pupil must quickly reply, "My teacher teaches me reading," or some other subject. Then the leader of Group B asks a pupil in Group A the same question. The pupil must answer, giving the name of the same subject as the pupil in Group B gave and adding another subject. Each pupil must answer all that has been

given and add another subject. Any one who fails must drop out. The side having more pupils at the end of five minutes wins the game.

Dictating a Story

One pupil who has thought out a short story of his own experience may dictate it to the class. Two or three other pupils may write the dictated story on the board. The class may criticize the stories written on the board. Every one should look out for capitals, periods, question marks, and apostrophes. Leave a margin of one inch at the left of the paper. Indent the first word.

Comma to Set Off Words of Address

Whenever you write the name of the person to whom you are speaking you should set it off from the rest of the sentence by a comma or by commas; as, "Mother, may I go to the store?" "Where are you going, John?" "Wait, boys, till I come back."

Copy the following sentences. Notice the commas before or after the names of those addressed:

1. Miss Brown, may I leave the room?
2. I will go with you, Fanny.
3. May I borrow your knife, Fred?
4. Come, children, it is time to go.

Remember : Use a comma or commas to separate from the rest of the sentence a name used in direct address.

Writing a Story

Think over the story you prepared to tell in class. What is the first sentence? What is the last sentence? How many sentences has your story? Are all the sentences telling sentences? What mark follows a telling sentence? What mark follows a sentence that asks a question?

In writing your story what margin should you leave at the left of the page? How much should you indent the first word of the paragraph? With what kind of letter should each sentence begin?

Write your story carefully and neatly. If you do not know how to spell a word, ask your teacher or look in the dictionary. When you have written your story, look it over carefully before you give it to the teacher, to see if you have made any mistakes.

Keep your written work in a large envelope so that you can have it all together. As you learn more about writing you will be able to notice improvement in your own work.

A Word Hunt

Hunters must have sharp eyes, and you will need to keep your eyes open in this hunt. The hunting ground is the dictionary; the game is a certain word. You will need to use your fingers quickly.

Appoint two pupils to hunt in the large dictionary on the teacher's desk or stand. The other pupils may hunt in their own dictionaries. Before beginning your hunt look over the hunting ground. How are the

words arranged? In what part of the dictionary will you find words beginning with *l*? with *b*? with *w*? with *s*? with *f*?

The hunt begins when the teacher pronounces a word. As soon as you find the word, raise your hand. The teacher calls the name of the first pupil who finds the word. The pupil who makes the best record for ten words wins the game.

When you find the word, look at it to see how it is spelled. The dictionary always gives the correct spelling of a word.

Game—*What Did You See?*

One pupil may go to the window and look out. Another pupil asks, "What did you see?" The first pupil answers with a sentence; as, "I saw a tiny dog." A third pupil then goes to the window. The second pupil asks, "What did you see?" The third pupil must give a sentence telling a different object that he saw. The game continues until each pupil has taken part. No pupil is allowed to name an object that has been named before.

X. GOOD HEALTH

Keeping Our Community Clean

Tell how clean streets, alleys, and back yards promote health. Tell what each citizen can do to help the health officers. Tell some things children may do to help make a clean community. Tell where mosquitoes breed. Tell what to do to keep away mosquitoes and flies.



Select one of these topics to think over and be prepared to speak three or four sentences on your topic. Stick to the

point. Make clear what you wish to say.

A Word Hunt

You may go hunting again. This time you may find the meanings of words. You should know the meanings of words connected with keeping the community clean and healthy. Look up the meanings of

the following words in the dictionary, and try to use each word in a sentence of your own:

sanitary	disease	normal
germ	remedy	prevent

Each pupil may write on a slip of paper a word whose meaning he does not know. These words may be used for a dictionary hunt.

Dictation

Study carefully the paragraph below. Write it from dictation.

What are you doing to keep your community clean?
We cannot have good health unless we are clean. It is the health officer's duty to see that the sanitary laws are obeyed. We should help him by keeping our own property clean.

Game — *Well, Good*

Divide the class into two sides, as for a spelling match. A leader may write the following sentences on the board:

John cleans his teeth —.
John is a — football player.
Dorothy makes — bread.
Dorothy makes bread —.
We can keep — by healthful living.
My mother is a — nurse.
My mother brushed my hair —.
He plays marbles —.
He is a — marble player.

The leader points to one of these sentences. The pupil whose turn it is gives the sentence quickly, supplying *well* or *good* for the blank. If a pupil hesitates or gives the wrong word, he must take his seat.

Never use *good* to tell how a thing is done.

Talks on Health

Tell how much sleep boys and girls of your age need. Tell what foods you should eat. Tell why exercise and fresh air are necessary to good health. Tell why you should sleep with your windows open. Tell how you should take care of your teeth. Tell how you should care for your eyes. Tell why every one should try to be healthy. Tell some things that injure the health.

Select one of these topics and plan two or three sentences to speak on it. Stick to the point; do not talk about other topics than the one you have selected. Stand straight and look at your classmates while you speak.

Dictation

A pupil may dictate to the other pupils a paragraph about proper food for children. He should give his paragraph first orally, so that the teacher and the pupils may suggest improvements. It may then be dictated, a sentence at a time. Some of the pupils may write it on the board, while others write at their seats. Pupils may correct mistakes in work written on the board. Other pupils will compare their work with that on the board.

A Written Paragraph

Think over what you know about one of these topics and write a paragraph on it:

1. What I Can Do to Make Our Community Clean and Sanitary
2. What I Can Do to Take Care of My Own Health

Make a good sentence for the beginning and another for the end. Write the title of your paragraph at the head of your paper in the center of the page. Notice that *each important word of the title begins with a capital letter*.

Leave a margin of one inch at the left of your paper. Indent the first sentence of your paragraph. Begin each sentence with a capital letter. If you cannot spell a word, ask the teacher or look in the dictionary.

When you have finished writing, read over your paper carefully before handing it to the teacher.

Game —Whose Is It?

A number of objects belonging to different pupils are laid on the teacher's desk. A leader holds up one object, as a cap, and asks, "Whose is it?" The pupils write a sentence for each object shown, telling whose it is; as, "It is John's cap." At the end of five minutes pupils exchange papers. The leader writes the correct answers on the board. Pupils mark incorrect answers. The one guessing every owner wins the game, if he has made no mistakes in writing his sentences.

Be careful to write 's where it is needed.

XI. ANIMALS IN WINTER

Housing Farm Animals

Tell why the farmer must house his animals in winter. Tell how he cares for hogs; for cows; for horses; for sheep. Tell why it pays a farmer to take good care of his stock.

Select one of the above topics and prepare two or three sentences to tell about it. Make clear what you wish to say. Stick to your topic.

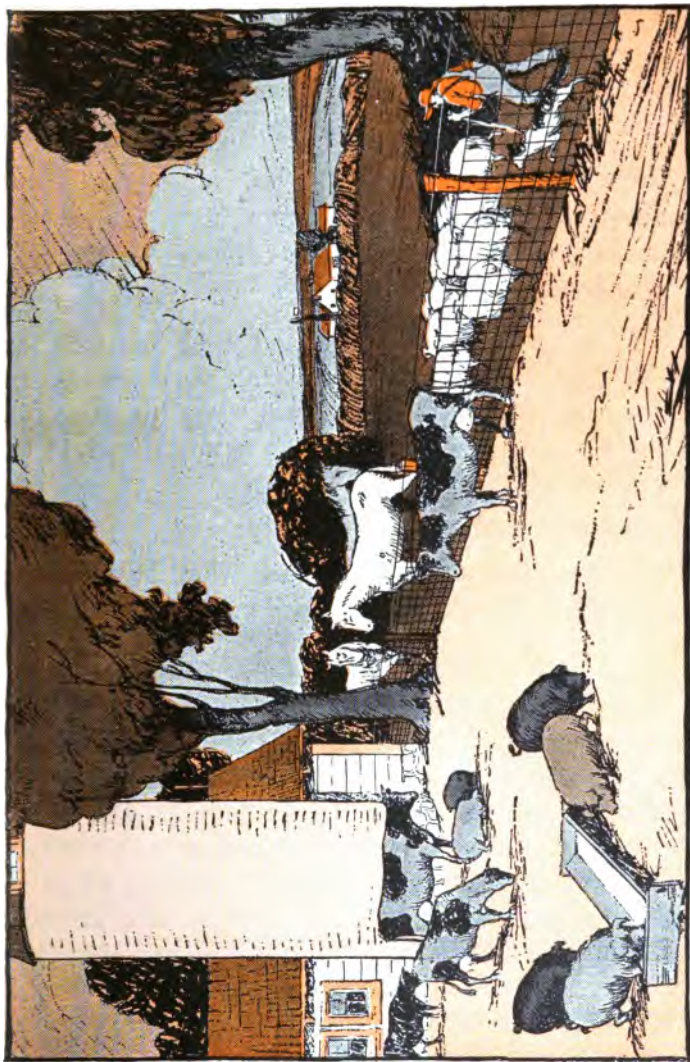
Game — *Who Did It?*

A blindfolded pupil stands in the front of the room. Another pupil runs up and tags him, saying "I did it." The blindfolded pupil says, "Who did it? Was it Tom?" If it was not Tom, Tom says, "It wasn't I." If it was Tom, he says, "I did it." The blindfolded pupil must guess until he finds the right one. Every pupil must answer either "It wasn't I" or "I did it." When the right one has been guessed, he is blindfolded and the game continues.

Food for Farm Animals

Tell what food the farmer raises for his stock. Tell what a silo is. Tell what food makes the cows give most milk. Tell what the farmer's wife does with the garbage.

FARM ANIMALS



Select one of the above topics on which to speak to the class. Find out all you can about your topic by talking to farmers and by reading. Speak clearly and distinctly. Look at the class while you speak.

Dictation

Study the following paragraph. How many sentences are there? Why are the commas necessary in the first sentence?

In summer the horses, cows, and sheep find their food in the pasture. In winter the farmer must feed his animals. He must give them fresh water to drink and clean straw for their beds. There is much work in caring for stock in winter.

A Story about a Horse

Read the following story to see what happened to the man who was unkind to his horse:

THE BELL OF ATRI

King John of Sicily wished his people to be well-treated and happy. To make sure that every one, even the weakest and poorest, should have justice, King John placed in the market place of the town of Atri a large bell, to which a long rope was attached.

"If any one is treated unfairly," said the king, "he may ring this bell, and his case will be tried at once."

Many people rang the bell in the market place. They called it the "Bell of Justice," for any one who rang the bell knew that he would receive justice. After many years of use, the rope was worn so that a small person or a little child could not reach it.

"This will never do," said a kind man, passing that way one day. He looked about for something to tie to the rope to make it longer, but he could find nothing but a vine on which the green leaves were growing.

"This will do," the man said, "at least until we can get something better"; and he fastened the vine to the rope, so that its end was low enough for the smallest child to reach.

In the village of Atri there lived an old knight who in his youth had been very fond of hunting. He had kept many horses and dogs, but as he grew older he sold them all except one old horse. This horse had served the knight faithfully while he was strong and young; but now the poor beast was well up in years, and he was no longer able to work. The knight was a harsh man, who loved money more than anything else.

"Why should I keep this old beast," he said to himself, "now that he is too old and feeble to work? I will turn him out to die." With that he opened the gate, and drove the poor old horse out into the sun-baked road.

The feeble old steed wandered slowly under the blazing sun until he came to the market place. He was very hungry, and wished for some tender green grass; but he saw nothing except dry, hot stones. Ah! there was something green! The old horse spied the green leaves of the vine tied to the bell rope. He eagerly bit them, and as he did so, the bell began to ring.

From all sides people ran into the market place to see who was ringing the "Bell of Justice," but they saw no one but the old horse.

"How is this?" cried the judge, who had been awakened from his afternoon nap. "Has some one been playing a trick on me?"

Just then he noticed the old horse, eating the last leaf from the vine.

"Oh, it is you, old fellow, is it? Why do you want justice?"

Then those who knew how badly the old knight had treated his horse told the judge all about it. As the judge listened to the tale of cruelty and selfishness he looked pityingly at the poor horse. Then he said:

"Poor beast, you have called for justice and you shall have it. Bring the old knight to me."

When the knight appeared, the judge said to him:

"When this horse was young and strong, he served you well. Now that he is no longer able to serve you, it is your turn to serve him. It is no more than just that you should provide for him comfortably in his old age. See to it that he does not have to ask again for justice."

All the people clapped their hands at these wise words. The old knight flushed with shame, and turning away from the crowd, led his horse back to his stable, where he kept him in comfort for the rest of his life.

Telling the Story

You can tell the story more easily if you divide it into parts.

1. The "Bell of Justice" was set up in the market place.
2. The rope was worn out and replaced by a green vine.

3. An old knight had turned his horse out to die.
4. The horse saw the green vine on the bell rope and pulled it.
5. The judge came to see who had rung the "Bell of Justice."
6. The old knight was ordered to feed the horse.

One pupil may tell the first part, another the second part, and so on, until the whole story is told.

Something to Remember

He prayeth well, who loveth well
Both man and bird and beast.
He prayeth best, who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.

SAMUEL TAYLOR COLERIDGE

Making a Play

The Bell of Atri is a good story to play. What characters must you have in the play? Where will the scene of the play be? You will probably have four scenes. In the first scene the king sets up the bell and tells the people when it is to be rung. In the second, the bell rope is mended. In the third, the old knight turns out his horse. In the fourth, the judge and the people find the poor horse, and the judge orders the knight to care for him.

Plan what each character is to do and to say. Assign the characters to different pupils.

Playing the Story

Play the story you have made from *The Bell of Atri*.

Copy the stanza on page 61 or write it from memory if you can.

Squirrels



Tell where squirrels make their homes. Tell what they eat. Tell how they carry their food. Tell how they lay up food for winter. Tell how squirrels may be tamed. Tell something you have seen a squirrel do.

Think over what you wish to say. Express it in two or three com-

plete sentences. Speak plainly and look at the class while you speak.

Game — *What Did the Squirrel Do?*

A pupil may play that he is a squirrel. He hides a nut, he runs to his tree, he asks for more nuts, he sits up, he comes to a child, he goes to the corner, he eats a nut. The children must tell what the squirrel did; as, "He hid a nut," "He went to the corner," "He sat up," etc. Different actions of the squirrel should be repeated several times. Each time a pupil

tells what the squirrel does. If the pupil makes a mistake he is out of the game. Say:

He ate a nut. He sat up. He went to the corner.
He came to me. He ran away. He hid a nut.

Birds

Tell which birds go south in winter. Tell which birds stay in your community. Tell how the birds are protected from cold. Tell where the birds obtain food in winter. Tell how we may help birds in winter. Tell about some birds you have watched in winter.

Do not try to speak on all these topics, but select one or two. Plan what you have to say, and try to make it interesting to other children. Speak in complete sentences.



Dictation

Study the following paragraph. Notice the commas used to separate the words in a series — *sparrows, tit-*

mice, chickadees. Write the paragraph from dictation. Try to write it perfectly.

Sparrows, titmice, and chickadees stay here in winter. When snow is on the ground it is hard for them to find food. How can we help them?

An Original Story

Pretend that you are a bird, a squirrel, or some other animal, seeking your food in winter. Tell a story about your winter home and life. Think out just what you are going to say. Think how the bird or the animal feels and what trouble he has in finding food and shelter. You may imagine that you are a rabbit, a field mouse, a deer, or any other animal you wish. Try to make your story different from the stories told by other pupils.

Stand straight and look at the children in your class when you tell your story.

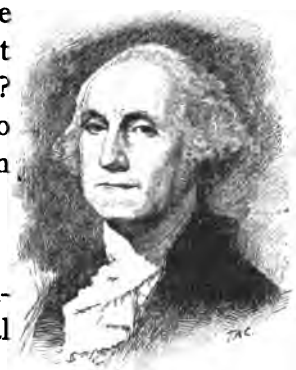
A Written Story

Write the story you told yesterday. Remember to leave a margin of one inch at the left of your paper, and to indent the first word of your paragraph. Write the subject of your story at the top of the paper, in the middle of the sheet. Begin each important word of the subject with a capital letter.

XII. TWO AMERICAN HEROES

Washington and Lincoln

Tell in what kind of home Washington was born. In what kind of home was Lincoln born? Tell why we honor these two men. In what ways did each serve his country?



Something to Remember

Copy and memorize the following quotation from General Leonard Wood:

A motto for all Americans — “I serve.” Somewhere, each and every one of us must serve the nation to the very best of his ability.

Tell how even a boy or a girl can serve the nation.

Stories of Lincoln



Tell the story of Lincoln's boyhood. Tell a story to show his kindness to animals. Tell a story to show his kindness to other people. Tell how he felt about slavery. Tell what he did to free the slaves. Tell how he died. He is often called a martyr. Look in the dictionary to find the meaning of *martyr*.

Commas

If you say, "I like to coast, to slide, and to skate in winter," you tell three things you like to do. To help the eye see that these are three separate acts, we use a comma between each two.

We use commas also to separate names of things in a series; as, "We had oatmeal, toast, and eggs for breakfast."

Write a sentence telling about three or more articles of clothing that you wear. Separate the different articles by placing a comma after each one except the last.

Write a sentence telling about the different animals on the farm.

Write a sentence telling about four things that you can do.

Dictation

Study the following paragraph, noticing the commas, the apostrophe, and the capitals. Write it from dictation.

Lincoln and his stepmother's son worked together in the fields. They grubbed, plowed, hoed, and gathered corn. Hard work did not hurt Abraham Lincoln. He was a very large and strong boy. He could outrun, outlift, and outwrestle all the other boys.

A Story about Lincoln

Read the following story until you can tell it to some one at home. What kind of man does it show Lincoln to have been? Why should you like to have such a man as Lincoln for a neighbor?

LINCOLN AND THE WOODCHOPPER

On a bitterly cold day Lincoln saw an old man, thinly dressed and barefooted, chopping up an old hut for firewood. Lincoln, stopping to speak to the poor fellow, saw that he was thin and that he looked ill.

"See here, my friend," Lincoln said to him, "you are not able to do this job."

"I know I'm not," replied the man, "but I need the money to buy some shoes, and I've simply got to do it."

"Go inside and warm yourself," said Lincoln. "I think I can tackle that job."

Lincoln had split rails so long that he knew how to handle an ax. In a short time the old hut had disappeared, and in its place stood a good pile of stove-wood.

When the old man came back to the work Lincoln said, "I believe that will bring you a dollar."

The shoes were bought, and long after they were worn out Lincoln's kindness was remembered.



Words That Show Possession

How do you write a word to show that it expresses ownership or possession? In the following sentences find the words that show possession:

1. Lincoln's stepmother said that he was the best boy she ever knew.
2. Lincoln searched until he found the bird's nest.
3. The old man's clothes were thin.
4. Lincoln read the soldier's letter.

Write sentences using the following words to express possession:

girl	dog	rabbit
boy	monkey	woman
mother	friend	king

A Letter

Think of some one in your community whom you would like to hear talk about Abraham Lincoln or Washington. Decide on the time when you wish this person to come to talk to you. Each pupil in the room may write an invitation to him. A committee of the class may look over the invitations and select five of the best. From these five the teacher will choose one to be sent to the person whom you invite.

Before you write, talk over in class what you will say in your letter. Tell why you are sending the invitation, and when the talk is to be given. Be careful to use the right form for a letter. See page 17.

Game —*Have, Shall*

Write on small cards or pieces of paper different amounts of money; as, five cents, ten cents, fifty cents, one dollar, etc. Give one card to each child. A leader calls on a pupil, who rises and says, "I have fifty cents. I shall buy ten oranges." Another pupil is called, and says, "I have five cents. I shall buy a pencil." Each child must say *I have* and *I shall*.

A Brave and Truthful Man

Read the following stories about Washington. What do they tell you as to the kind of man he was? What shows that he was brave? What shows that he was truthful?

WASHINGTON AND THE COLT

George Washington's mother had several young horses that had not been broken. One of them, a spirited sorrel, was so wild that no one had been able to ride it. George was determined to ride this colt, and he told the other boys that if they would help him catch it, he would ride and tame it.

Early in the morning they set out for the pasture, where the boys managed to surround the sorrel and put a bit in his mouth. Washington sprang upon his back, the boys dropped the bridle, and away flew the angry animal. The horse backed about the field, rearing and plunging. The boys were very much frightened, but Washington kept his seat. He never lost command of himself or of the colt. It seemed at last as if the horse

had been mastered, when suddenly the creature leaped into the air with a tremendous bound. It was his last. A blood vessel burst, and the noble horse fell dead.

The boys were soon called to breakfast. Washington's mother, knowing that they had been in the fields, began to ask them about her stock.

"Pray, young gentlemen," said she, "have you seen my blooded colts in the fields? I hope they are well taken care of. My favorite, the sorrel, is as large as his father."

The boys looked at each other, but no one liked to speak. Mrs. Washington repeated her question. Then George spoke.

"The sorrel is dead, madam," he said. "I killed him."

And then he told the whole story. His mother flushed with anger, but she controlled herself, and presently said quietly:

"It is too bad; but while I regret the loss of my favorite, I rejoice in my son who always speaks the truth."

Where does the first part of the above story end? the second part? the third part?

Tell the story by parts.

WASHINGTON IN BATTLE

On a cold night in January Washington's men marched rapidly over frozen roads to Princeton, New Jersey. Early in the morning, after this hard night of marching, they came in sight of the Redcoats, and fighting began. Washington knew that his men were tired. To encourage them to do their best he rode directly to the front,

within thirty yards of the enemy. He waved his hat to his men, and called to them to keep their ground. His presence and bravery in the face of danger gave the troops courage.

An American officer, writing about the battle, said of Washington:

"Our army love their general very much, but they regret one thing about him, which is the little care he takes of himself in any action. His personal bravery and the desire he has of animating his troops by example make him fearless of danger. This occasions us much uneasiness. But Heaven, which has hitherto been his shield, I hope will continue to guard so valuable a life!"

Tell the story of Washington at Princeton. Tell what his officer wrote about his risking his life in battle.

Think over what you wish to tell and express it in complete sentences.

Dictation

Read the following paragraph, noticing the capitals and the punctuation marks. When it is dictated, try to write it perfectly.

The twenty-second of February is Washington's birthday. On that day we like to remember this great and good man. We honor Washington because he was wise, brave, and truthful.

A Blackboard Paragraph

Work out on the blackboard a paragraph about Washington's Birthday. Be sure that you have a

good opening sentence and that each sentence fits the one before it. Save a good sentence for the close. As sentences for the paragraph are suggested by pupils, the other pupils should be ready to say whether they are good or not, or how they may be improved. The teacher or some pupil may write the paragraph on the board. The other pupils must observe closely to see that each sentence is written correctly.

A Word Hunt

The dictionary tells you how to spell words, what words mean, and how to pronounce them. You have looked up words for spelling and meaning. To-day we shall find out how to pronounce some words.

Syllables

Words are made up of parts or **syllables**; as, *sor' rel*, *be gan*. A word of more than one syllable is accented on one syllable more than on the others. *Sor' rel* is accented on the first syllable; *be gan'*, on the second. A little **accent mark** (') is placed after the accented syllable.

In speaking the word, a little more force is given to the accented syllable than to the other syllables.

As the following words are pronounced, try to select the accented syllable in each:

al ways	break fast	re joice	sur round
an gry	bri dle	re peat	de sire
fro zen	bat tle	cour age	dan ger

Vowels and Consonants

The sounds of words are divided into **vowels** and **consonants**. The vowels are *a*, *e*, *i*, *o*, *u*, and sometimes *y* and *w*, as in *fly*, *dew*.

When a vowel is marked with a line above it, as *ā*, it has a long sound, as in *Māy*. The long sounds of the vowels are:

ā, as in *May*

ō, as in *old*

ē, as in *be*

ū, as in *use*

ī, as in *ice*

When a vowel is marked with a curve above it, as *ă*, it has a short sound, as in *căt*. The short sounds of the vowels are:

ă, as in *cat*

ŏ, as in *hot*

ĕ, as in *get*

ŭ, as in *but*

ĭ, as in *pin*

Exercise

Mark the long and the short sounds of the vowels in the following words:

add

neat

wise

best

size

soap

crop

boss

ten

press

stage

post

inch

make

fence

rush

If you do not know whether the vowel is long or short, look up the word in the dictionary.

Consonants

Consonants are those sounds of the alphabet that are not vowels.

Repeat the alphabet, leaving out the vowels. The other letters are consonants. The letters *y* and *w* are often consonants, as in *you*, *want*.

The letters *c*, *g*, and *s* have two sounds:

ç has the sound of *s* in *ice*; *ε* has the sound of *k* in *cat*.

g has the sound of *j* in *gem*; the other sound of *g*, called hard *g*, is found in words like *good*, *dog*, etc.

The first sound of *s* is the more common one found in *sing*, *miss*, etc., while *ʒ* has the sound of *z* in *has* and *rise*.

Indicating Pronunciation

The dictionary often shows the pronunciation of a word by respelling it as it sounds. The respelled word is placed in parenthesis after the word; as, *cor-rect'* (*kō-rěkt'*); *gi'ant* (*jī'ānt*).

Look up the following words in the dictionary. Notice the respelling of each word:

en large

dam age

no tice

cir cle

cous in

vis it

sen tence

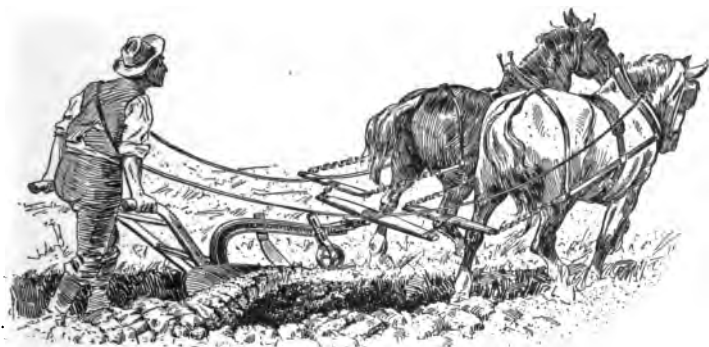
cen tral

en gine

XIII. CLUB WORK

Plans for Spring

Tell what your club plans to do in the spring. If you belong to a pig club, a corn club, or a chicken club,



tell what you will do. If you do not belong to a club, tell what kind of club you would like to join and why.

Think over what you wish to say, so that you can express yourself in clear, complete sentences. Have a good beginning sentence and a good closing sentence.

Try to help each other by giving suggestions for improvement. Keep these points in mind:

1. Stick to the point, and do not wander.
2. Be clear, so that every one will understand you.
3. Tell something interesting, not exactly the same thing some one else has told.
4. Use good English.
5. Speak distinctly, stand straight, and look at the class.

A Written Paragraph

Write a short paragraph about what your club plans to do this spring. Tell how your mother and father will help you. Tell why you think you can do better this year than last. Paste on your written paragraph some pictures cut out of magazines.

If you do not belong to a club, tell about some game that you like to play.

Game — *It Doesn't, It Isn't, It Hasn't*

One pupil may be the leader. The leader thinks of some object in the room. Other children ask the leader questions about the object until it is guessed. The leader must answer the questions with complete sentences.

EXAMPLE: The leader thinks of the clock.

One pupil: Does it talk?

The leader: It doesn't talk.

Another pupil: Is it yellow?

The leader: It isn't yellow.

Another pupil: Is it round?

The leader: It is round.

Another pupil: Has it hands?

The leader: It has hands.

Another pupil: Is it the clock?

The leader: It is the clock,

The leader must say *It isn't, It doesn't, and It hasn't*. If he makes a mistake some one else may take his place.

A Letter

*Aurora, Ky.**Nov. 12, 1922**Dear Henry,**How is your pig doing?
Mine has grown until it
weighs three hundred pounds.**Father said he would pay
me eight cents a pound for
it. I don't like to sell it be-
cause I don't want it killed,
but I need the money to
buy some more pigs in the
spring. The boys in our
pig club are learning to
build better pig pens. What
is your club doing?**Your friend,
Tom Jackson*

Read this letter carefully. Notice the heading. Notice that a comma is placed between *Aurora* and *Ky.* Notice that a period is placed after *Ky.* Where is the salutation placed? What mark follows it? Where does the body of the letter begin? Find two question marks in the letter, and tell why they are used.

Copy the letter exactly as it is written.

Dictation

Study the following paragraph. Notice the apostrophe, the comma after the name of address, and the question mark. Try to write this paragraph perfectly when the teacher dictates it.

Miss Brown, have you seen Mary's little chickens? They are the prettiest little things you ever saw. Mary set thirteen eggs, but only nine hatched. She keeps the chickens well penned where the rats can't get them.

A Debate

Divide the class into two sides to debate the subject: "Resolved, That it is more fun to belong to a club than to spend all your spare time playing."

Each pupil should make at least one point on his side; that is, he should say one thing in favor of his side.

Appoint some one a judge to decide which side wins.

XIV. HELPING THE HEALTH OFFICERS

What the Health Officers Do

Tell one thing your county, town, or city health officer does. Tell what he does to make the milk supply safe. Tell what he does to stop the spread of contagious diseases. Tell what he does to keep the community clean.

A Letter

Write a letter to the health officer, asking him to come to your school and talk to you about his work, and to tell you how you can help him. Ask him to write you a letter if he cannot come.

A committee of pupils may select the best letter. This letter should be corrected and copied by the writer before it is mailed.

A Dictionary Hunt

Look up the following words in the dictionary. Find out how they are pronounced and what they mean:

serious
safeguard

complete
recover

Talks on Health

Tell how cleanliness helps you to be healthy. Tell how you should care for your teeth. Tell how to avoid

tuberculosis. Tell why you should not spit on the sidewalk, on the floor, or in the train.

Select one topic on which to speak. Plan two or three good sentences on that topic. Stand straight and speak to the class.

Dictation

Study the following paragraph, and write it from dictation:

Children, don't spit on the floor of a train or of a street car. If you spit you may spread the germs of some disease. Think of your neighbor's health as well as of your own.

Game — *Is, Are; Was, Were*

Divide the class into sides as for a spelling match. Write the following sentences on the blackboard. As a leader points to a sentence, the first pupil on one side reads the sentence, filling the blank with *is* or *are*, *was* or *were*. Any pupil who makes a mistake must take his seat. The side wins that has the greater number of pupils standing at the end of ten minutes.

The girl — writing.

You — sleeping.

The cows — grazing.

The wolf — howling.

The rooster — crowing.

The farmer — plowing.

The hens — laying.

Mother — sewing.

The child — eating.

The duck — quacking.

The robins — singing.

The dogs — barking.

Fred — running.

The lion — roaring.

The boys — skating.

The automobiles — racing.

Other sentences may be added.

A Talk about Community Health

Tell how boys and girls may help the health officers. Tell why you should not go to a house where there is a contagious disease. Tell how you can help keep the community clean. Tell what you should do with the papers, boxes, and other trash left from a picnic. Tell what you can do to rid the community of flies.

Select one of these topics and prepare to speak two or three sentences on it. Stick to your topic. Try to make clear what you have to say.

An Original Paragraph

Write a paragraph on one of the following subjects:

What Children Can Do to Help the Health Officer

How We Can Keep from Spreading Disease

What I Can Do to Have Good Health

Be careful to form your sentences correctly. Think out your sentences before you write them. After you have written your paragraph, read it over carefully and correct all the mistakes you find.

A committee of pupils may select five of the best paragraphs to post on the bulletin board.

Poetry Day

Recite some of the poems you have learned this year. Bring to class a poem you would like to read to the class.

XV. GARDENS AND FIELDS

The Garden

If you had a garden last year, tell how you prepared the soil for it. If you did not have one, tell what you have seen others do. Tell what kind of soil is needed for a garden. Tell why it is necessary to break up the ground. Tell what the earthworms do to help your garden. Tell your plans for a garden this year. Tell what you expect to do with the vegetables you raise.

Plan what you have to say. Do not try to speak on all the topics suggested above, but select the one you know most about.

Preparation of Fields

Tell how the farmer makes his fields ready for planting. Tell why fertilizer is used. Tell why the soil must be loose.

Select the topic you wish to speak on, and plan two or three sentences on it. Stick to your topic.

Dictation

Study the following paragraph. Notice the capitals, the commas, and the apostrophe. Write it from dictation.

Yesterday I went to Mr. Brown's farm. He was plowing his field for corn. He said that he would plow, harrow, and fertilize his fields. Then he would plant the corn.

Copying

Read the following stanza:

THE YEAR'S AT THE SPRING

The year's at the spring;
The day's at the morn;
Morning's at seven;
The hillside's dew pearled;
The lark's on the wing;
The snail's on the thorn;
God's in His heaven —
All's right with the world!

ROBERT BROWNING

In this song the poet gives us a picture of a dewy morning in early spring. What expression shows that little drops of dew that look like pearls glisten on the hillside? Where is the lark? What makes us think that "all's right with the world"?

Notice the apostrophes used in this song. They are used to show the omission of the letter *i*; year's means *year is*. Copy the song just as it is written.

The mark after *world*, in the last line, is called an **exclamation point**. It is used to express feeling.

A Garden Story

Look at the picture on page 84. Give names to the children. What do you think they are planting? Try to tell a story about these children. One pupil may start the story with a sentence. Another pupil may add a sentence that fits into the first and so on, each pupil helping the story to grow.



MAKING A GARDEN

XVI. EARNING AND SAVING

Sayings of "Poor Richard"

Benjamin Franklin wrote a book called *Poor Richard's Almanack*. It is full of wise sayings, many of which teach us to be thrifty and saving. Here are some of them:

1. Early to bed and early to rise
Makes a man healthy, wealthy, and wise.
2. Then plow deep while sluggards sleep,
And you shall have corn to sell and to keep.
3. For age and want save while you may;
No morning sun lasts a whole day.
4. Little strokes fell great oaks.
5. One to-day is worth two to-morrows.
6. Think of saving as well as of getting.
7. Lost time is never found again.
8. The sleeping fox catches no poultry.
9. A fool and his money are soon parted.
10. He who rises late must trot all day.
11. Diligence is the mother of good luck.

Memorize as many of these sayings as you can. Look in the dictionary for the meaning of the following words and of any others in the sayings that you do not understand:

sluggards

diligence

An Original Story — *How I Earned and Saved My First Money*

Think about the first money you ever earned or saved. Perhaps your father gave you some money, which you saved instead of spending. Perhaps you worked for the money that you put in your bank. Tell where the money came from and why you saved it. Tell how you felt.

Give your story orally to the class. Try to make it interesting.

Game — *Is John There?*

One pupil hides while the others shut their eyes. The pupils may open their eyes after the first child is hidden. The teacher calls one pupil to look for the hidden one. He may look in only one place. The teacher says, "Is John there?" The pupil replies, "No, John isn't here." Another pupil is called to look for John. When John is found, the pupil who finds him says, "Yes, John is here." The pupil who finds John may then hide.

Be careful to say "John *isn't* here."

A Written Story

Write carefully the story you told yesterday in class. The subject is *How I Earned and Saved My First Money*. Begin each word in your title except *and* with a capital letter.

The teacher with the help of a committee of pupils may select five of the best stories to place on the bulletin board or to send to the principal.

A Story to Finish

Read the following story and finish it. Write your ending for it:

"Hello, John!" called Bill, waving his arms at his chum. "Have you seen those new bats at Walker's? All the boys are getting them. I'm just going down town now to get one. Do you want to come along?"

"How much do they cost?" asked John.

"Only fifty cents," was the reply, "and they're fine."

John felt in his pocket. He knew that he would find only a nickel and a dime there. He had spent the rest of his money for candy that morning.

"No, I won't go," he told Bill. "I have to go to the store for mother in a little while."

He watched Bill disappear down the street. The longing for a new bat like Bill's was so strong that if he had been a smaller boy he would have cried. But a boy twelve years old does not cry. Instead he began to whistle, but the whistling did not last long. He was too busy thinking how he could earn thirty-five cents for the new bat.

A Thrift-Day Program

The Story of Benjamin Franklin — Talk by a boy

Why We Buy Thrift Stamps — Talk by a girl

A Story of Thrift — Talk by a girl

Why Thrifty People Make Good Citizens — Talk by a boy

How I Earned and Saved My First Money — Short stories told by six pupils

Song — *America* — The class



XVII. HELPING MOTHER AND FATHER

Becoming Good Citizens

If our boys and girls are to become useful and patriotic men and women, they must learn to be good little citizens; that is, they must learn to respect authority, whether it is that of their parents, of their school teachers, or of the policemen of their town; they must learn all they can in school, and do what they can to improve their neighborhood, their town, and the great country to which they owe so many blessings.

WILLIAM S. SIMS, Rear Admiral, United States Navy

How must boys and girls learn to become good citizens? What does Admiral Sims mean when he says they must *respect authority*? What persons in authority should children respect? How may children improve their neighborhood? their town? their country? What blessings do we owe to our country? What does *patriotic* mean? How can you find out the meaning?

Read aloud what Admiral Sims said. Copy it carefully, and try to memorize it.

Helping at Home

Tell ways in which boys and girls may help at home. Tell why boys and girls should help. Tell what your father and mother do for you. How can you show that you appreciate what they do?

Select your topic and prepare two or three sentences upon it. Stick to your topic. Look at the class while you are speaking.

Dictation

Study the following paragraph, noticing the capitals and the punctuation marks. Write it from dictation.

Mother, what can I do to help you? Shall I sweep the front porch? Billy and I will wash the dishes for you. We shall be careful not to break anything.

An Original Paragraph

Write a paragraph on one of the following subjects:

Helping Mother on Saturday	How I Set the Table
Taking Care of the Baby	Keeping Up the Fires
Washing Dishes	Cleaning the Lawn

Begin each important word of your subject with a capital letter. Leave a margin of one inch at the left of your paper. Indent the first word of your paragraph. Begin each sentence with a capital letter, and end it with a question mark or a period.

When you have finished writing, read your work carefully and correct all the mistakes you find.

XVIII. OUR COUNTRY

The Country We Love

Tell the name of our country. Tell why our country has this name. Tell the name of the state in which you live. Repeat what General Wood said about serving our country. (See page 65.) Tell why you are glad to live in the United States. Tell what it is to be a good citizen.

A Blackboard Paragraph

A pupil may write on the blackboard sentences dictated by other pupils on the subject *Why I Am Glad That I Am an American*. Each pupil should plan his sentence so that it will fit into the sentence that goes before it. Have an important sentence for the last. When the paragraph is finished all the pupils may read it over carefully to see if they can improve it. All the pupils may copy the complete paragraph.

A Good Citizen at Home and at School

Tell how a good citizen behaves at home. Tell how a good citizen is ready to be helpful. Tell how a good citizen behaves at school. Tell some things that a good citizen will not do.

Plan what you have to say, so that you can say it in two or three sentences. Speak clearly and distinctly. Stand straight and look at the class while speaking.

A Good Citizen's Conduct in Public Places

Tell how a good citizen behaves on the street; at church; in the public library; on the street car; at a concert; or at the theater.

Select one of these topics and plan a talk upon it. If you can give an illustration of the right way or the wrong way to behave, it will help your talk.

Dictation

Study the following paragraph, noticing punctuation marks, so that you can write it perfectly when the teacher dictates it.

Mother, did you notice what those boys did? There were several pieces of broken glass on the street. The boys picked them up and threw them into the trash boxes. They kept somebody's tires from being ruined. Don't you think they were good citizens?

Memorizing a Poem

Memorize the following stanzas:

A FAREWELL

My fairest child, I have no song to give you;
No lark could pipe to skies so dull and gray;
Yet, ere we part, one lesson I can leave you
For every day.

Be good, sweet maid, and let who will be clever;
Do noble things, not dream them, all day long;
And so make life, death, and that vast forever
One grand, sweet song.

CHARLES KINGSLEY

PART II

I. FABLES

Telling Fables

Prepare to tell a fable to the class. You may choose one of the following or select one from some other book.

Study your fable until you know it well. Speak distinctly and look at the class as you tell it.

THE LION AND THE MOUSE



Once when a Lion was asleep a little Mouse began to run up and down upon him. This soon awakened the Lion, who placed his huge paws upon the Mouse and opened his big jaws to swallow him.

"Pardon, O King," cried the little Mouse; "forgive me this time and I will never forget your mercy. Who knows but that I shall be able to do you a good turn some of these days?"

The Lion was so tickled at the idea of the Mouse's being able to help him that he lifted his paw and let the Mouse go.

Some time after that the Lion was caught in a trap, and the hunters, who desired to carry him to the king, tied him to a tree while they went in search of a wagon. Just then the little Mouse passed by, and seeing the sad plight of the Lion, went up to him and gnawed away the ropes that bound the King of the Beasts.

Little friends may prove great friends.

THE FROG AND THE OX

"Oh, father," said a little Frog to the big one sitting by the side of a pool, "I have seen such a terrible monster! It was as big as a mountain, and it had



horns on its head, a long tail that swished from side to side, and great hoofs that were divided in two!"

"Tush, child," said the old Frog, "that was only Farmer White's Ox. He isn't so big either. He may be a little bit taller than I, but I could easily make myself quite as broad. Just you see."

The Frog blew himself out, and blew himself out, and blew himself out.

"Was the Ox as big as that?" asked he.

"Oh, much bigger than that," said the young Frog. Again the old one blew himself out, and asked if the Ox was as big as that.

"Bigger, father, bigger," was the reply.

The Frog took a deep breath, and blew and blew and blew, and swelled and swelled and swelled. Then he said, "I'm sure the Ox is not so big as this." But at that moment he burst.

Self-conceit may lead to self-destruction.

THE OLD MAN AND HIS SONS

An old man had several sons who were always quarreling with one another. The father had often talked to them about the evils of quarreling, but it did them no good.



One day he called them all together. He held out a bundle of sticks tied tightly together, and asked each one in turn to break it. Each one put forth all his strength, but no one could break the bundle. Then, cutting the cord that held the sticks together, the father first broke one of the sticks himself and then asked his sons to break them separately. This

they did with the greatest ease.

"See, my sons," he exclaimed, "the power of union! Bound together by brotherly love, you are strong enough to stand against any earthly ill; but divided, you will easily be overcome by your enemies."

In union there is strength.

THE FOX AND THE GRAPES

A Fox stole into a vineyard, where the ripe grapes were trelised high above his reach. They looked so tempting that the Fox tried his best to get them. He sprang and he jumped as high as he could, but he could not reach them. After he had failed in all his efforts, he muttered to himself, "Well, I don't want those grapes anyway. They are sour!"



BELLING THE CAT

The Mice in a certain house called a council to talk about what they should do to keep from being killed by the Cat. The Cat had caught so many of their number that they feared for their lives. Many plans for getting rid of their enemy were discussed, but none of them seemed good.

At last a young Mouse proposed that a bell should be hung around the Cat's neck, that the Mice might hear her coming and keep out of her way. All the Mice thought that this was a fine plan, and they praised the young Mouse who proposed it. But an old Mouse, who had listened silently to the talk, said, "My friends, this is



a fine plan that you have agreed upon, and no doubt, if you can hang a bell around the Cat's neck, all our

troubles will be over. But I have one question to ask — Who will bell the Cat?"

At that, no one had a word to say. The Mice all crept away to their holes, thinking the young Mouse's plan very foolish.



THE DOG AND HIS SHADOW

A Dog had stolen a bone from a butcher's shop, and was crossing the river on his way home. Looking down, he saw his own shadow reflected in the water. Thinking that it was another dog with another bone, he decided to have that also. He jumped into the water and snapped at the other bone; but, in doing so, he dropped his own, and lost all.

THE GOOSE THAT LAID GOLDEN EGGS

A man had a goose that laid a golden egg every day. He collected the eggs until he had a great deal of gold. But the more gold he had, the more he wanted. He thought it took too much time to wait for the goose to lay an egg every day. "She must have a great quantity of gold inside her," he said to himself. So he killed and opened her, only to find that she was like every other goose. By being greedy he had lost his daily egg of gold.



Punctuation — Quotations

Read *The Frog and the Ox* on page 93. Notice the marks that are placed around the words of the little Frog and of the old Frog. In "Was the Ox as big as that?" the marks before *Was* and after *that* are called **quotation marks**. Notice other places in the fables where quotation marks are used.

The exact words of a speaker are inclosed in quotation marks.

Notice that a quotation is usually set off from the rest of the sentence by a comma. Thus:

"Oh, much bigger than that," said the young Frog.

Then he said, "I'm sure the Ox is not so big as this."

When a quotation closes with a question mark or an exclamation point, a comma is not used after it. Thus:

"Was the Ox as big as that?" asked he.

The first word of a quotation begins with a capital letter. Thus:

The old Mouse said, "My friends, that is a fine plan."

Dictation

Write the following from dictation:

Daffy-down-dilly heard under ground the rushing of the streams.

"It is time I should start," said she.

She pushed her leaves through the hard, frozen earth.

"This is cold weather," thought Daffy.

What Is a Fable?

In the fables given on pages 92-96 you will find animals spoken of as if they were human. For that reason *Ox*, *Frog*, *Cat*, etc. are capitalized. Most, but not all, fables represent animals as speaking and acting like human beings.

Another mark of the fable is the lesson that it teaches. Each of the fables given on the preceding pages is told for the purpose of pointing out a lesson. In some of the fables the lesson is expressed in a sentence at the close; in others it is very plain without being expressed.

A **fable**, then, is a story intended to teach a lesson. In fables animals, or even lifeless objects, frequently talk and act like human beings.

Inventing a Fable

It is good fun to try to make up fables in which you use different animals and people to bring out some lesson. For example, try to make up a fable that will teach the same lesson as *The Fox and the Grapes* teaches. Choose one of the fables given in this book or another fable that you have read and try to make up a fable somewhat like it.

Telling the Fable

Tell before the class the fable you used as a model; then tell the fable that you made up. Tell your story in complete sentences. Avoid running your sentences together with *and* or *so*.

Paragraphing Conversation

It is customary in writing conversation to make a separate paragraph for each quotation, as in *The Frog and the Ox*, page 93.

If the story is very short, as *The Fox and the Grapes*, page 95, the quotation may be included in the paragraph with the rest of the story.

Writing the Fable

Write the fable you made up. Be careful to punctuate the conversation correctly.

II. LETTERS

A Letter by Washington

The following letter was written by George Washington, when he was nine years old, to Richard Henry Lee. Probably Washington's mother looked over his letter and corrected the mistakes.

Dear Dickey,

I thank you very much for the pretty picture book you gave me. Sam asked me to show him the pictures and I showed him all the pictures in it. I read to him how the tame elephant took care of the master's little boy, and put him on his back and would not let any one touch his master's little son. I can read three or four pages sometimes without missing a word.

Ma says I may go to see you, and stay all day with you next week if it be not rainy. She says I may ride my pony Hero if Uncle Ben will go with me and lead Hero. I have a little piece of poetry about the picture book you gave me, but I mustn't tell you who wrote the poetry.

"G. W.'s compliments to R. H. L.

And likes his book full well,

Henceforth will count him his friend,

And hopes many happy days he may spend."

Your good friend,

George Washington

Form of Letters — Dictation

The following letter shows the proper form to be used in friendly letters. Copy it carefully, noticing the indentions of the different parts.

HEADING

1401 Lee Street
Charleston, W. Va.
Jan. 10, 1922

SALUTATION

Dear Jack,

BODY OF
LETTER

I have just come home, and I miss you and Jim very much. We certainly did have fun on that slippery slide we made in your back yard. I am going to tell the boys here about it, and get them to help me make one. I hope you will come to see me soon and slide on it with us.

COMPLIMEN-
TARY CLOSE

SIGNATURE

Your chum,
Frank Thomas

The **heading**, which is the address and the date, is placed in the upper right-hand corner.

The **salutation**, or the words used to address the one to whom you are writing, is placed on the left of the paper, below the heading. It is placed one inch from the edge of the paper. In a friendly letter it is followed by a comma, as *Dear Jack*, in the letter on page 101.

The **body**, or the main part, of the letter is begun on the line below the salutation. The first word of the body of the letter is set in an inch and a half from the edge. The body of the letter is written an inch from the left edge of the paper.

The **complimentary close**, such as *Your chum*, *Yours sincerely*, etc., is placed on the line below the close of the body of the letter, about the middle of the paper. Only the first word of the complimentary close is capitalized. A comma follows the complimentary close.

The **signature**, or the writer's name, is placed on the line below the complimentary close, and a little to the right.

Write the letter from Frank Thomas from dictation.



Correct Usage — *Sit, Set*

It is correct to say "I *sit* on the chair"; "She *sat* down," *Sit* means *take a seat*. It is never correct to say "I *set* on the chair." *Set* means *put in place*; as, "*Set* the umbrella in the corner."

Read aloud the following sentences, filling the blanks with *sit*, *sat*, or *set*:

1. Won't you —— down?
2. We —— on the side of the hill.
3. I —— my basket on the table.
4. Please —— here by the window.
5. They —— at the table for a long time.
6. I like to —— on the front seat.
7. Did you —— the butter in the refrigerator?
8. The children —— at their desks.
9. She —— and sewed all day.
10. Does your mother —— in that chair?

Dictionary Study

You know that the words in the dictionary are arranged alphabetically. With what letter do words found in the middle of the dictionary begin? Where do you find words beginning with *p*? words beginning with *f*? words beginning with *h*? See how quickly you can turn to the words beginning with the following letters: *d*, *w*, *n*, *s*, *b*, *v*, *k*.

When the first letters of two words are the same, look at the second letters to decide which word comes first in the dictionary. Which word in each of the following pairs comes first?

cover, carry	business, beautiful	avenue, allow
biscuit, braid	factory, fountain	servant, suppose
which, worthy	reply, rapid	telegram, tongue
tangle, trial	purse, polite	medicine, machine
declare, damage	govern, guide	holiday, happy

When the first two letters of two words are the same, look at the third letter to decide which word comes first in the dictionary. For example, *raisin* comes before *rapid*. Which word comes first in each of the following pairs?

silver, sincerely

heaven, height

wrist, wreck

figure, fifth

position, polite

library, lilac

collect, colony

purse, punish

breathe, bruise

except, extra

receive, remove

visit, view

arrest, artist

sense, secret

machine, madam

Why We Write Letters

Tell all the occasions you can think of for writing letters. Why did George Washington write to Richard Henry Lee? Why did Frank Thomas write to Jack? Why do you write to your friends who live in other places? Why do little children write to Santa Claus?

Dictating Letters

A business man usually dictates his letters to a stenographer. Pretend that a certain pupil in the class is your stenographer. Plan a letter asking a friend to lend you a certain book. Dictate this letter in class to your "stenographer," who may write the letter on the blackboard. Look over the letter after it is written to see that it contains no mistakes, and then sign it.

III. CONVERSATION

A Dialogue

A conversation between two or more persons is called a **dialogue**. Work out in class the following dialogues:

1. A dialogue between two boys, one of whom has a bicycle which the other wishes to borrow
2. A dialogue between two girls as to which one shall wash the dishes
3. A dialogue between a town dog and a country dog
4. A dialogue between a lion and an elephant as to which is the stronger

Working Out a Dialogue

Before you begin to talk, work out some point you wish to make in the dialogue. For example, in the dialogue between the two girls, each should have good reasons why the other, rather than herself, should wash the dishes, and there should be some plan for settling which one is to wash them. The two pupils who are to take part in the dialogue should work out these points together before giving the dialogue in class. When the dialogue is given in class, other pupils may suggest corrections and improvements.

Written Conversation

Write a story suggested by one of the dialogues given in class. Be careful to use quotation marks

to inclose the exact words of each speaker, and to set off the quotation from the rest of the sentence by a comma. When the name of a person addressed is given, as in "Come, boys, let's get to work," set off the name of address by commas.

Dictionary Study

The following words are some that you may wish to use in writing letters. See how quickly you can find them in the dictionary:

express

library

encourage

telegram

reason

inclose

measure

sincere

modern

avenue

complete

package



Correct Usage — *Ring, Rang, Rung*

It is correct to say "*Ring* the bell"; "He *rang* the bell"; "The bell *has rung*." Never use *has*, *have*, or *had* before *rang*; always use a helping word, such as *has*, *have*, *is*, etc., before *rung*.

Read aloud the following sentences, filling the blanks with *ring* or *rings*, *rang*, or *rung*:

1. Has the last bell ———?
2. The teacher ——— the bell at nine o'clock.
3. I like to ——— the bell.
4. Has the Sunday-school bell ———?
5. The sexton ——— the bell.
6. He ——— the doorbell violently.
7. I had ——— the bell before I heard you coming.

Dictation

Notice the punctuation in the following story, especially in the quotations. Try to give a reason for each punctuation mark. When the story is dictated, try to write it perfectly.

A field of buckwheat grew near some flowers. One day a storm came. The flowers bowed down their heads, but the buckwheat stood up straight and proud.

"Bend your head as we do," called the flowers.

"I am not afraid," said the buckwheat.

Then the old willow tree said, "Do not look at the lightning when the cloud bursts. Even men cannot do that."

The buckwheat replied, "Then I am braver than men, for I will look."

After the storm the flowers were fresh and sweet from their bath. The buckwheat was burnt black and beaten to the ground.

IV. MAKING AND GIVING A PLAY

The Story

Read the following story and try to think how it would be divided if it were acted on a stage:

ROBIN HOOD AND THE MERRY OLD WOMAN

One day, as a merry old woman was singing and spinning, she saw a visitor standing in her doorway.

"Why, it's Master Robin!" she cried, as she sprang up to greet him. "Come in, and I'll bring you a chair to sit on."

"It's a place to hide that I need, my good woman, and not a chair to sit upon," said Robin Hood. "The bishop is in the forest, and night and day he has been following me. Right outside your house he is, and he will take me to the king and gain the great reward the king has offered for me. Is there no place where you can hide me?"

"My house has only this one room, Master Robin," said the old woman, "and where is there place here for you to hide? But I must help you. I remember that you and your men brought me firewood and warm clothes one cold winter night, when I was almost frozen. So now that you are in trouble I must think of some way to help you. Quick! Give me your mantle and your cap, and you put on my skirt and gown. Put the hood over your head, and sit there at the wheel and spin. Put your foot on the treadle to turn the wheel,



ROBIN HOOD AND THE MERRY OLD WOMAN

and twist the thread with your fingers. When the men come, just sit there mumbling to yourself, and they will never suspect that you are not an old woman."

Soon the bishop and his men came up to the house and pushed open the door.

"Where's Robin Hood?" the bishop called. But Robin, sitting at the spinning wheel, said not a word.

"He's hiding somewhere," said one of the men. "Come on, let's search the house."

Still Robin turned the wheel, muttering to himself like a crazy person, and saying never a word to any one. The bishop's men looked under the bed and behind the stove, and at last into the cupboard.

"Here he is," called one of the men, as he pulled out the old woman dressed in Robin's clothes. She kept the cap pulled down over her face so that they would not discover her disguise. The bishop hurried her out of the house and upon a horse to take her to the king and receive his reward.

Robin still sat at the wheel, for he did not know when they would discover their mistake and return for him. But after some time had passed he sprang up and ran out into the forest.

Now Robin's men were wondering what had become of their leader, for he had been gone all day. Little John, Much, the miller's son, Will Scarlet, and Friar Tuck, sitting together at twilight, fell to talking of ghosts and witches.

"There are folks who say the forest is haunted," said Little John. "Maybe it is so, for one night as I was walking near the black pond I heard a sound that was not made by any bird or beast."

"Of course there are witches and ghosts," said Will Scarlet. "But people say that when witches are running they cannot hurt you, for they can't say any magic words while they are running."

"What's that?" asked Much, the miller's son. All looked, and saw in the faint light the figure of a woman scurrying through the forest.

"It's a witch, that's what it is!" cried Friar Tuck.

"Wait till it comes nearer," said Will Scarlet. Just then the figure ran under the low branch of a tree and lost the kerchief that was tied over its head.

"Why, it's Master Robin himself!" cried the miller's son.

"So it is," said Friar Tuck. "Tell us, Master, how you came to be dressed in woman's clothes."

Then Robin Hood told his men about the bishop's hunting for him all day, and about the merry old woman who helped him escape.

"But listen!" cried Will Scarlet. "I hear horses. Perhaps it is the bishop and his men."

"You are right, lad," said Robin Hood, whose eyes were the keenest of all the foresters'. "Let's be ready for them."

So Robin and his men slipped behind the great trees, and rained arrows on the bishop's party. Soon the bishop was taken prisoner, and before he was set free he had to count out many broad gold pieces for Robin's band. Every time he paid down a gold piece he gave a groan.

"Ah!" cried Little John, "that is just like the sound I heard when I passed by the black pond. I know now that it was the sound of a stingy soul groaning over the money he ought to have given away."

As for the little old woman, she was as merry as could be. She danced under the greenwood tree as she sang her little song:

“Monday I wash and Tuesday I iron,
Wednesday I cook and mend;
Thursday I brew and Friday I sweep,
And baking day brings the end.”

The next day Robin and his men put the old woman on their best horse and went with her to her house. They gave her blue and scarlet cloth, warm blankets for her bed, good shoes and stockings, and many other things. Her little house was too small to hold half of what they brought her.

“We must make her another room,” said Robin. “I know a good carpenter not far away who shall come in the morning.”

“Oh!” cried the merry old woman, “I never thought I should have a house with two rooms!”

She sang and danced with delight, and thanked Robin and his merry men before they went back to the forest.

Learning the Story

Before playing the story you must know it thoroughly. Read it carefully to see how many scenes your play will have. Where does the first scene take place? Who is there when the story begins? Who comes in first? Who come later? Who is left after the others go?

Where does the second scene take place? Who are present at the beginning of the scene? Who comes in first? Who come later?

Where does the third scene take place? Who are in this scene? Does any one else come in? Who is left after the others go?

Make a list of all the characters in the play. Select the part of the room you will use for each scene. Decide how each character is to come on the scene.

One pupil may tell what happens in the first scene; another, what happens in the second scene; and another, what happens in the third scene.

Planning the Play

After you have decided on the scenes, and know what takes place in each scene, you must plan what each character is to do and say. Your play will need more conversation than the story gives. You will therefore have to make up conversation to explain the story.

Work out the conversation for the first scene. You may do this in class by having some pupil write on the blackboard each speech as the class decides on it.

Writing the Play

Continue writing the second and third scenes as you did the first. Put in only the conversation necessary to make the story clear to an audience.

Select the pupils who are to take the parts of the characters in the story, and give them time to learn their parts.

The story may be played as soon as the parts are learned.

Scenery and Costumes

School plays should have very simple scenery and costumes, but a little "dressing up" often makes the play seem more real.

In class you should talk about what you need to make the scenes fit the play. In the old woman's home what shall you need? How shall you suggest the forest scene? Work out the scenery for yourselves, but do not attempt to have much. If you use different parts of the room for the scenes it will not be necessary to have a curtain.

Talk about the costumes. What should the old woman wear? What should Robin Hood wear? the bishop? Robin's men? The costumes should be very simple. For example, a piece of cambric may be used to make Robin's jacket and cap. Plan all the costumes in class.

Letters

Write an invitation to your play to be sent to the principal of your school, the pupils of another class, your parents, or any one else whom you wish to invite.

Write a letter asking some one who has a spinning wheel to lend it to you for your play.

Write a letter asking some one who has a good illustrated edition of the Robin Hood stories to lend it to you, so that you can see how to make your costumes.

Follow the letter form given on page 101. Make your letters neat. Be careful of spelling and punc-

tuation. A committee of the class may help the teacher select the best letters for mailing.



Correct Usage — *It Is I*, etc.

It is correct to say "*It is I*," "*It is he*," "*It is she*," "*It was we*," "*It was they*." Do not use *me*, *him*, *her*, *us*, or *them* after *is* or *was*.

Read aloud the following sentences, using the correct form of the word in parenthesis:

1. It was (me, I) who called you.
2. It is (he, him) that you see.
3. It is (we, us) who are going.
4. I know it is (them, they).
5. Was it (she, her) whom you met?
6. I think it was (he, him).
7. It is (I, me) at the door.
8. Was it you or (her, she)?
9. It was (us, we) that did it.
10. Is it (I, me) that you mean?

Acting the Play

One pupil may tell the story of the play before it is acted, and explain where the scenes take place. The pupils who take the parts of the characters may come into the room as they are needed in the play. The pupils who are not in the play are very important, for they make the audience and should help the players do their best. Those who are taking the parts should speak distinctly and slowly enough for every one in the audience to hear them.

On another day a different set of pupils may be chosen to give the play, and in this way every one in the room will have an opportunity to take part.

Other Robin Hood Stories

Find other stories of Robin Hood and his men in your readers or in books from the library. Study one story and be prepared to tell it to the class. In planning to tell your story, divide it into parts, as you did the story of *Robin Hood and the Merry Old Woman*. Know your story well before you try to tell it.

Dictation

Read carefully the following selection, noticing the punctuation. When it is dictated try to write it perfectly.

"There are folks who say the forest is haunted," said Little John.

"Of course there are witches and ghosts," said Will Scarlet.

"What's that?" asked Much, the miller's son. All looked, and saw in the faint light the figure of a woman.

"It's a witch!" cried Friar Tuck.

"Wait till it comes nearer," said Will Scarlet.



Correct Usage — *Well, Good*

It is correct to say "He skates *well*" or "She writes *well*," not "He skates good" or "She writes good." It is correct to say anything *is good* or *feels* or *smells* or *tastes good*. Thus: "This apple *is good*." "Ice cream *tastes good*."

Read aloud the following sentences, filling the blanks with the correct word, *well* or *good*:

1. Mr. Brown drives ———.
2. This cake is ———.
3. My father shoots ———.
4. Mary reads ———.
5. Oranges smell ———.
6. She does not play ———.
7. Can Harry throw ———?
8. Does fur feel ——— in cold weather?
9. Does that cake taste ———?

Dictionary Study

What letter comes before *f*? after *f*? What letter comes before *m*? after *m*? Give the letters that come before and after the following letters: *d, s, l, t, e, n, h, o, x*. For example, when the teacher says *d*, answer *c, d, e*.

Give the sound of *a* in the following words:

man	tap	sat
ate	main	race

Give other words with the short sound of *a*; with the long sound of *a*. How is the short sound of a vowel indicated? the long sound?

Give the sound of *e* in the following words:

men	nest	left
mean	leaf	neat

Give other words with the short sound of *e*; with the long sound of *e*.

V. ORIGINAL STORIES

Using Your Own Experiences

Interesting and amusing things happen to most of us, and if these experiences are told in such a way that a listener can imagine the things we tell about, they make good stories. In telling your story try to bring out the little special things that make it different from other experiences.

SUGGESTIVE TOPICS

Think over the following topics, and make a story based on one of them or on a similar topic:

Landing a Big Fish	Afraid of a Mouse
When I Forgot My Ticket	Playing with Fire
My Act in the Circus	Playing Pirate
Walking on a Pogo Stick	Punishing My Dog
What I Found in the Attic	A Joke on Me
Discovering the Secret	A Big Mistake
A Well-deserved Punishment	Lucky for Me

Planning the Story

Plan your story so that the most interesting part will be at the end; try to keep a surprise for the end. Leave out everything that does not fit into your story. If you are telling about your act in the circus, do not bring in the reason you were late for school. Give

direct quotations when you tell what people say. For example, say:

Mother said, "What in the world are you doing in that dusty attic?"

instead of:

Mother asked me what I was doing in the dusty attic.

Telling the Story

Tell your story to the class. Stand straight and look at the class while you are speaking.

Do not run your sentences together with *and* or "er."

Writing the Story

Write your original story. Place the subject of the story in the center of the page, about one inch from the top of the paper. Begin each important word of the subject with a capital letter.

Leave a margin of one inch at the left of the paper. Indent the beginning of each paragraph. Be careful of your spelling and punctuation. Look up in the dictionary words you do not know how to spell.

Before handing your story to the teacher, read it over carefully to see and to correct any mistakes you have made.



Correct Usage — *I Have, I Haven't Any, I Have No*

Say "I *have* a pencil," not "I've got a pencil." Say "I *haven't any* pencil" or "I *have no* pencil," not "I haven't got no pencil."

Answer the following questions with the correct form.
Give your answers aloud in complete sentences.

- | | |
|----------------------------------|-----------------------------------|
| 1. Have you a brother? | 4. Have you some candy? |
| 2. Has Fred a new sled? | 5. Has your father a horse? |
| 3. Have Frank and Tom
a pony? | 6. Have Edith and Ida a
piano? |

Dictionary Study

Which word in each of the following pairs comes first in the dictionary? Find these words quickly in the dictionary.

thirty

coast

refuse

ticket

cocoa

region

package

butcher

cellar

passenger

business

cement

mountain

deserve

lilies

motion

destroy

linen

Stories about Animals



Tell a story suggested to you by a picture of an animal. Perhaps you will wish to tell of an adventure a lion had one night when he surprised and killed an antelope; or to tell how the lion was captured; or to tell of his feelings about being imprisoned in a cage. Try to put yourself in the lion's place as you tell your story.

You may prefer to tell a story about a boy and his dog. Perhaps the boy is telling what tricks the dog

can do; or perhaps the dog is telling how his master teaches him and takes care of him. Try to tell a story that is different from that of the other children.

A Blackboard Story

After the stories about animals have been told in class, one pupil whose story the class liked may dictate his story to be written on the blackboard by another pupil. The rest of the class may help by suggesting improvements.



Dictation

Study the following selection, and try to write it perfectly when it is dictated:

This lion was caught in Africa and brought to America. He belongs to a circus. One day the door of the lion's cage was left unlocked. The lion stretched himself like a great cat and walked out. Don't you think it must have been hard for the circus people to get him into the cage again?

A Program of Stories and Poems

Plan a program in which six or eight pupils will tell original stories, and three or four pupils will read or recite poems.

You may write invitations asking some of your friends to come and hear your program.



Correct Usage — *Saw, Seen*

Seen is never used without a helping word, *has, had, have, was, is*, or some other word, before it. *Saw* is used without a helping word. Thus, "We *saw* her on the street."

Read aloud the following sentences, filling the blanks with *saw* or *seen*:

1. I have never —— the ocean.
2. They —— the President in Washington last summer.
3. Mother —— the first automobile.
4. Have you —— Tom's new pony?
5. Yes, I —— it yesterday.
6. He had not —— an airplane till yesterday.
7. The burglar was —— leaving the back porch.
8. Fanny —— the parade.
9. Have you —— my history?
10. I —— it on Harry's desk.

Dictionary Study

Arrange the following words in alphabetical order:

usual	orphan	fortune	tongue
bruise	wonderful	medicine	promise
garage	problem	equator	destroy

VI. PLANNING A PROGRAM

Our Flag

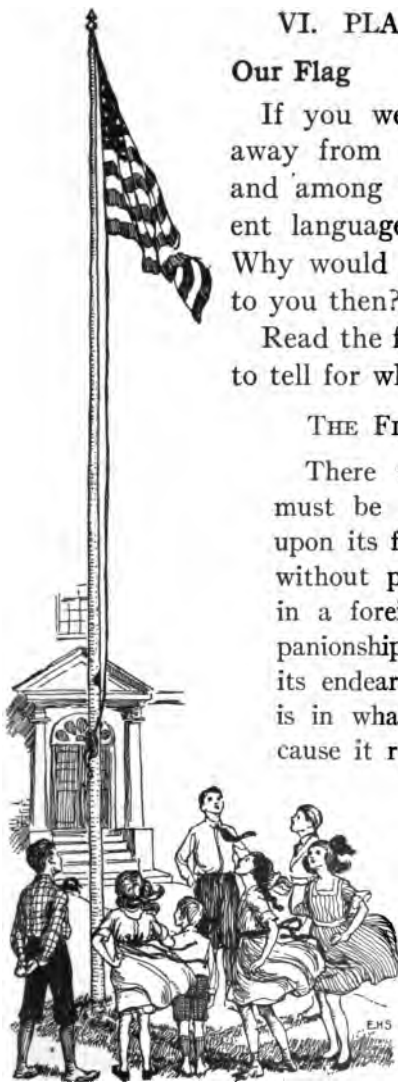
If you were in a foreign country, away from your friends and family and among those who spoke a different language, how should you feel? Why would the flag seem more dear to you then?

Read the following selection and try to tell for what the flag stands:

THE FLAG OF OUR COUNTRY

There is the national flag. He must be cold indeed who can look upon its folds, rippling in the breeze, without pride of country. If he be in a foreign land, the flag is companionship and country itself, with all its endearments. Its highest beauty is in what it symbolizes. It is because it represents all, that all gaze at it with delight and reverence.

It is a piece of bunting lifted in the air; but it speaks sublimely, and every part has a voice. Its stripes of alternate red and white proclaim the original union of thirteen



states to maintain the Declaration of Independence. Its stars of white on a field of blue proclaim that union of states constituting our national constellation, which receives a new star with every new state. The two together signify union, past and present.

The very colors have a language which was officially recognized by our fathers. White is for purity, red for valor, blue for justice; and all together, bunting, stripes, stars, and colors, blazing in the sky, make the flag of our country to be cherished by all our hearts, to be upheld by all our hands.

CHARLES SUMNER

How does our flag represent the union of states? How many red stripes has our flag? how many white stripes? For what do the stripes stand? For what do the stars on the field of blue stand? In what way does the flag signify "union past and present"? A *constellation* means a *group of stars*. How many stars are there in the constellation of our flag? When is a new star added?

For what do the colors of our flag stand? How has our country shown that her motives are pure? When we fought Spain to help the Cubans to be free, we allowed Cuba to set up her own independent government. We did not wish to make her a part of our country. We did not desire to gain new territory. When the Boxers in China attacked the foreigners and killed some of them, the Chinese government was required to pay large sums of money to each country whose people were killed or injured. The sum paid by the Chinese to the United States was returned to China

to be used to educate young Chinese. Our country did not wish to make money out of the Chinese, but it wished to help them.

Show how our country stands for valor or courage or justice. Why did we enter the World War? How did our soldiers fight in that war? How can every American show that he stands for courage and justice?

Read the first paragraph of *The Flag of Our Country* and tell in your own words what it means.

Read the second and the third paragraphs and tell in your own words what each means.

Tell a story that shows devotion to the flag.

Tell why our flag is honored throughout the world.

Read *The Flag of Our Country* aloud.

Planning a Program

Plan a patriotic program to be given on Armistice Day or some other national holiday.

One pupil may tell why we celebrate the day. In the case of Armistice Day, he should tell why the United States entered the war against Germany and with what countries we were associated.

Another pupil may read *The Flag of Our Country*.

Another may tell for what our flag stands, and why we are proud of it.

Several pupils may tell short stories of the Revolutionary War or the World War, or of some other great crisis in our country's history.

One pupil may recite *A Song for Flag Day*, given on pages 126 and 127.

The class may sing *America* or *The Star-Spangled Banner*.

Some man or woman of the community may be asked to talk a few minutes to the pupils about what the day stands for.

Letters to Write

Write a letter of invitation to your parents, to another class, or to your principal. Tell when and where your patriotic program will be given, and ask the one to whom you write to come.

Write a letter to a man or a woman of the community, asking him or her to speak to your class on the day you are celebrating.

Write a letter ordering a new flag for your room.

Study of a Poem

Read the following poem aloud:

A SONG FOR FLAG DAY

Your flag and my flag,
And how it flies to-day
In your land and my land
And half a world away!
Rose-red and blood-red
The stripes forever gleam;
Snow-white and soul-white —
The good forefathers' dream;
Sky-blue and true blue, with stars to gleam aright —
The gloried guidon of the day; a shelter through the
night.

Your flag and my flag!
To every star and stripe
The drums beat as hearts beat
And fifers shrilly pipe!
Your flag and my flag —
A blessing in the sky;
Your hope and my hope —
It never hid a lie!

Home land and far land and half the world around,
Old Glory hears our glad salute and ripples to the sound!

WILBUR D. NESBIT¹

Where does the flag fly? Name some country half the world away where our flag flies. What are the red stripes like? the white stripes? For what did our forefathers wish the flag to stand? A *guidon* is a small flag carried by troops to show where the line is to be formed. How is the flag “a shelter through the night”?

How are our hearts like drums when we see the flag? What are “fifers”? How is the flag “a blessing in the sky”? How is it “your hope and my hope”? What is meant by “It never hid a lie”? How does “Old Glory” answer our salute?

One or two pupils may memorize the poem *A Song for Flag Day* to recite at the celebration of the national holiday.

¹ From “A Song for Flag Day” in *The Trail to Boyland*, by Wilbur D. Nesbit. Copyright, 1904. Used by special permission of the Publishers, The Bobbs-Merrill Company.

Dictation

Study the following paragraph, noticing the punctuation marks. When it is dictated, try to write it perfectly.

On the Fourth of July Americans who are in foreign countries wear flags in their buttonholes. Two American boys in Paris went to their uncle's room wearing these flags.

"We wear these flags so that people will know we are Americans," said Hugh.

"Don't you want a flag, Uncle Henry?" asked the other boy.

"Yes, I am proud of being an American," replied the uncle.

As the three walked through the streets they noticed that many French shops were flying Old Glory in honor of our country's birthday.

Picture Study

The picture on the opposite page shows the statue of "Liberty Enlightening the World" that stands at the entrance to the New York harbor. Americans who have been traveling abroad are delighted to see again this emblem of our country; and foreigners seeking a home in America believe that all their wishes have come true when they see this gracious figure welcoming them to the new land.

Look at the picture until it has a story for you. Perhaps it will say to you something different from what it has said to any one else.



STATUE OF "LIBERTY ENLIGHTENING THE WORLD"

Tell the class the story the picture suggests to you; or, if you prefer, write it.

Some of these stories may be used in your patriotic program.

Dictionary Study

Name the letter that comes before and the letter that comes after each of the following letters: *c, m, k, y, p, b, r, i, g*.

Give the sound of *i* in the following words:

knit	spin	miss
mile	rice	find

Give other words with the short sound of *i*; with the long sound of *i*.

Give the sound of *o* in the following words:

not	sod	doll
oats	both	loan

Give other words with the short sound of *o*; with the long sound of *o*.

VII. EXPLANATIONS

Telling How to Do Something

Is it easy to tell some one how to play a game or how to make candy or how to make a bed? You may know very well how to do these things and yet not be able to tell some one else how to do them. In making explanations or telling how to do something, you must be careful to tell things in the right order; that is, put the first thing first. Think over the topics given below and select one that you know about. Then try to tell some one exactly how to do it.

1. How to Learn to Swim
2. How to Plant a Garden
3. How to Prepare and Cook Rice
4. How to Set the Table for Dinner
5. How to Play Marbles (Explain one game.)
6. How to Play "Blindman's Buff"
7. How to Make a Snowman
8. How I Taught My Dog a Trick

After you have thought over the topic you wish to tell about, stand up in class and tell the class as plainly and as clearly as you can how to do the thing you selected. If you wish, you may tell how to do something else that is not in this list.

Writing an Explanation

Write an explanation of what you told in class. Try to make yourself perfectly clear to some one who does not know how to do the thing you explain. Be careful to form correct sentences. When you have finished writing, read over your explanation and make corrections before you hand it to the teacher.



Correct Usage — *Is, Are; Was, Were*

When you speak of one person or thing (except with *I* and *you*) it is correct to use *is* or *was*; as, "The boy *is* my brother"; "The rose *was* white." When you speak of more than one, use *are* or *were*; as, "Those boys *are* my brothers"; "The roses *were* white."

Always use *are* or *were* with *you*, whether *you* means one or more than one; as, "You *are* the first person to arrive"; "You *were* the ones I meant"; "*Were* you at the ball game?"

Read aloud the following sentences, filling the blanks with *is* or *are*, *was* or *were*:

1. ——— you at school yesterday?
2. Of course I ——— at school.
3. The men ——— working on the street.
4. This pencil ——— mine.
5. These pencils ——— mine.
6. You ——— absent yesterday.
7. Those two dogs ——— growling at each other.
8. Where ——— you when I called you?
9. I ——— in the library.

Dictionary Study

Name the letter that comes before and the letter that comes after each of the following letters: *w, j, f, q, v*.

Give the sound of *u* in the following words:

cup fuss mud

tube amuse fume

Give other words with the short sound of *u*. Give other words with the long sound of *u*.

Be careful to pronounce the following words correctly:

Tuesday duty avenue

Pronounce the *u* like *ew*, not like *oo*.



VIII. OUTLINING A STORY

A Poem That Tells a Story

The following poem tells a story. Read it and find out what happened to Sir Ralph, the Rover.



THE INCHCAPE ROCK

No stir in the air, no stir in the sea,
The ship was as still as she could be;
Her sails from Heaven received no motion,
Her keel was steady in the ocean.

Without either sign or sound of their shock,
The waves flowed over the Inchcape Rock;
So little they rose, so little they fell,
They did not move the Inchcape Bell.

The holy Abbot of Aberbrothok
Had placed that bell on the Inchcape Rock;

On a buoy in the storm it floated and swung,
And over the waves its warning rung.

When the rock was hid by the surge's swell,
The mariners heard the warning bell;
And then they knew the perilous Rock,
And blessed the Abbot of Aberbrothok.

The sun in heaven was shining gay,
All things were joyful on that day;
The sea birds screamed as they wheeled around,
And there was joyance in their sound.

The buoy of the Inchcape Rock was seen,
A darker speck on the ocean green;
Sir Ralph, the Rover, walked his deck,
And he fixed his eye on the darker speck.

He felt the cheering power of spring,
It made him whistle, it made him sing;
His heart was mirthful to excess;
But the Rover's mirth was wickedness.

His eye was on the Inchcape float;
Quoth he, "My men, put out the boat;
And row me to the Inchcape Rock,
And I'll plague the Abbot of Aberbrothok."

The boat is lowered, the boatmen row,
And to the Inchcape Rock they go;
Sir Ralph bent over from the boat,
And cut the bell from the Inchcape float.

Down sank the bell with a gurgling sound;
The bubbles rose and burst around.
Quoth Sir Ralph, "The next who comes to the Rock
Will not bless the Abbot of Aberbrothok."

Sir Ralph, the Rover, sailed away,
He scoured the seas for many a day;
And now, grown rich with plundered store,
He steers his course for Scotland's shore.

So thick a haze o'erspreads the sky
They cannot see the sun on high;
The wind hath blown a gale all day;
At evening it hath died away.

On the deck the Rover takes his stand;
So dark it is they see no land.
Quoth Sir Ralph, "It will be lighter soon,
For there is the light of the rising moon."

"Canst hear," said one, "the breakers roar?
For yonder, methinks, should be near the shore.
Now where we are I cannot tell,
But I wish we could hear the Inchcape Bell."

They hear no sound; the swell is strong;
Though the wind hath fallen, they drift along,
Till the vessel strikes with a shivering shock —
"O Christ! it is the Inchcape Rock."

Sir Ralph, the Rover, tore his hair;
He cursed himself in his despair.
The waves rush in on every side;
The ship is sinking beneath the tide.

But even in his dying fear,
One dreadful sound he seemed to hear —
A sound as if, with the Inchcape Bell,
The Devil below was ringing his knell.

ROBERT SOUTHEY



What kind of day is described in the first stanza of this poem? Read the lines that tell you.

What and where was the Inchcape Bell? Who put it there? Why? How did the bell help the mariners?

What other stanza describes the day? Read the fifth stanza aloud.

The bell was fastened to a buoy, or float, so that it could ride on the waves and ring its warning.

Who was Sir Ralph? How did he feel on this spring day?

Quoth is an old word meaning *said*. What did Sir Ralph say to his men? Why did he wish to “plague the Abbot of Aberbrothok”?

What did Sir Ralph do to the bell? What became of it? What happened to ships that later passed that way in a storm?

What tells you that Sir Ralph was a successful pirate?

What kind of day was it when he drew near the shore of Scotland? Read the stanza that tells you that the ship is near the Inchcape Rock.

What happened to the ship? What became of Sir Ralph and his men? What did Sir Ralph seem to hear as he sank? A *knell* is a *funeral bell*.

Outlining the Story

In reading this poem over you will notice that it falls into several parts. The first part tells about the bell placed on the Inchcape Rock by the Abbot of Aberbrothok.

The second part tells of Sir Ralph's sinking the bell.

The third part tells of Sir Ralph's attempt to return to Scotland.

The fourth and last part tells of the wreck of Sir Ralph's ship on the Inchcape Rock.

Read the poem again and notice where each part ends.

Dividing a story into parts in this way is called **outlining** it. Outlining a story or anything that we read helps us to remember it and helps us to tell it.

Select a short story from your reader and outline it as we have outlined *The Inchcape Rock*.

Planning an Original Story

Plan a story to tell the class. Outline your story before you tell it, and think out what each part should tell. The following subjects may suggest a story to you:

It Served Me Right

A Visit to Santa Claus

Why I Was Tardy

I Didn't Mean to Do It

A Great Relief

A Joke on Me

Too Smart

A Ride on a Hay Wagon

A story should always lead up to an interesting point, and it should close soon after that interesting point has been made. Remember this when you tell your story. Notice how quickly *The Inchcape Rock* closes after telling of the wreck of Sir Ralph's ship on the rock. Do not draw out your story after you have reached the climax.

When you tell your story in class stand straight and look at your classmates. Be sure to speak loud enough for them all to hear you.



Correct Usage — *He, She, or It Doesn't*

It is correct to say *he doesn't, she doesn't, it doesn't*; not "he don't." *Don't* is a contraction for *do not*; of course you would not say "He do not." It is correct to use *don't* after *I* and *you* and when you are speaking of more than one; as, "The men *don't* wish to work."

Read aloud the following sentences, filling the blanks with *don't* or *doesn't*:

1. Lucy ——— know her lesson.
2. Mary and I ——— wish to play.
3. I ——— know where to find him.
4. She ——— write very well.
5. Mother ——— allow me to sit up late.
6. My brother ——— talk plainly.
7. They ——— live near each other.
8. My dog ——— like to stay outdoors.
9. Harry ——— live far from me.
10. Mother and father ——— speak crossly to us.

Dictionary Study

Pronounce the following words, and notice which syllable in each receives more stress:

cabin	awful	beggar
injure	pitcher	linen
husband	extra	fertile
relate	hotel	concert
defeat	reply	intend

Which syllable receives more stress in each of the following words?

collect	alarm	select
attack	correct	believe
dispute	receive	except
behave	express	report
escape	mistake	polite

The syllable that receives the greater stress is called the **accented syllable**; it is marked with the accent mark (').

The dictionary marks the accented syllable of each word of more than one syllable. Look up the following words to find which syllable is accented:

cashier	frontier	recent
acquire	effort	obtain
journal	nuisance	treason
recess	police	perhaps
delay	omit	result

A Syllable Match

The class may be divided into two sides, as for a spelling match. A leader may pronounce the words

on page 140. As each word is pronounced, the pupil whose turn it is will tell which syllable is accented. A pupil that makes a mistake must sit down.



Correct Usage — *Think, Suppose*

It is correct to say “I *think* he is coming”; “I *suppose* that is right.” *Reckon* and *guess* are often used when *think* or *suppose* should be used. *Reckon* means *count up* or *account for*; as, “You must *reckon* with me for that broken window.”

Read the following sentences aloud, filling the blanks with *think* or *suppose*:

1. I —— I shall be promoted.
2. Mother will —— that I was hurt.
3. What do you —— has happened to father?
4. I —— I can go.
5. Do you —— your mother will let you go?
6. Where do you —— I left my hat?
7. Do you —— it will rain to-day?
8. I —— I shall get a bicycle for my birthday.
9. I —— that you will join us.
10. You —— that you are right, but I —— that you are wrong.

IX. USING THE LIBRARY

The School Library

Make a list of the reference books on geography in your school library. Make a list of the reference books on history in your school library. Begin each important word in the title with a capital letter.

When you consult a reference book, you should not begin at the beginning and read through the book; you should look up the particular fact that you need. The **index** of the book helps you to find facts quickly because the subjects are listed in alphabetical order. After each subject the page on which it is to be found is given. Consult the index in this book for the following topics:

Letters

Explanations

Paragraphs

Correct usage: *was, were*

Subject of a sentence

The Inchcape Rock

Consult a reference book on geography for the following topics:

Wheat

Coal

Cotton

Amazon

Andes

Florida

Sugar

Lumbering

Ohio River

Consult a reference book on history for the following topics:

Discovery of the Pacific	Slave Trade in the Colonies
Voyages of Columbus	Founding of Quebec
Sir Walter Raleigh	Quakers

You will notice that such a topic as "The Discovery of the Pacific" is listed under the most important word, *Pacific*.

Dictation

Read the following selection, observing the capitals and the punctuation. Try to write it perfectly from dictation.

A man who had traveled in Africa told his friends that he had once made fifty Arabs run. Those who heard the story were amazed at his bravery.

"How could you do such a thing?" one man asked.

The traveler replied, "It was very easy. I ran and they ran after me."

Use of the Public Library

If you live near a public library, you should learn how to make use of it. Librarians are usually very glad to have school children visit the library, and they are kind in showing them how to find books.

Consulting the Catalogue

Each book in the library is listed on a separate card. These cards are arranged alphabetically in drawers. A certain number on each card indicates where the

book is to be found on the shelves. At first you will probably have to ask the librarian to help you find the book; but after you have become familiar with the arrangement, you will be able to find books for yourself.

A Visit to the Library

Make a visit to your nearest public library. You may go as a class with your teacher, or you may go by yourself. Take with you a short list of books to look for. Keep your eyes open while you are in the library, so that you will know what to do the next time you go.

Ask for a library card. You will receive a blank application to fill out. When you turn the application in to the librarian she will make out your card. After that you will be permitted to take books out of the library and keep them for one or two weeks.

A Talk on the Library

Tell the class what you learned from your visit to the library. Tell how to consult the catalogue. Tell how to obtain a library card. Tell what good the library does.

Plan what you wish to say, so that you can make your talk very clear. Stand straight while you are speaking, and look at your classmates.

A Letter

Write a letter to the librarian of your town, asking her to come to your school and talk to you about the work of the library. Besides merely furnishing books,



USING THE PUBLIC LIBRARY

many libraries have story hours for children, classes for foreigners, and clubs for girls and boys. Ask the librarian to tell you about these activities.

When you have finished your letter, read it to find mistakes. A committee of the class may choose five of the best letters, from which one may be selected to be sent to the librarian.



Correct Usage — *Done, Did*

It is correct to use *has, have, had*, or some other helping word before *done*. Never use *done* without a helping word. Thus: "He *has done* his work," not "He done his work."

Did is used without a helping word before it; as, "I *did* my work."

Read aloud the following sentences, filling the blanks with *done* or *did*:

1. What have you — with my hat?
2. The child — the best she could.
3. Has he — what his mother told him?
4. We have — the task you gave us.
5. He — what I should have —.
6. She — better than I.
7. I could have — better if I had had more time.
8. Who — it?
9. Mary — her work well.
10. John has — well, too.

X. THE SPIRIT OF 1776



The Story of Independence

Ask your teacher to tell you how the United States won its independence. You know that every year we celebrate the Fourth of July as Independence Day. The day on which the United States declared her independence was the Fourth of July, 1776. How many years ago was that?

The picture above, called *The Spirit of '76*, shows how the people felt when they were fighting for independence. Look at the picture carefully. What is each one in the picture doing? Does the old man look as if he were able to fight? How old do you think the youngest one is? Why did old and young wish to follow the flag? What was the spirit of the people of 1776?

Tell the story the picture suggests to you.

Paul Revere's Ride

Ask the teacher to read to you *Paul Revere's Ride*. Also read it for yourself in a copy of Longfellow's poems. Divide the story into parts, as you did *The Inchcape Rock*. Tell the story in class by parts. Does the poem help you to understand and feel the meaning of the picture *The Spirit of '76*?

Original Stories

The poem and the picture that you have just studied will suggest to you original stories connected with them. Try to make a story from one of the following suggestions:

1. Story of a boy who could not join his friends and brothers to take part in the fight for his country. Tell why he could not go, and how he felt. Tell what he did to serve his country.
2. Story of one of the farmers who answered Paul Revere's call. Tell what he was doing when he heard Paul Revere's message, and how he hurried away to join other farmers.
3. Story of a little girl whose father went away to fight, leaving her and her little brothers and sisters at home alone. Tell what happened to the children. Tell how they felt.
4. Story of a little boy who went with his father and acted as a drummer. Tell how hard it was for him to keep up with the men on the march, but how proud he was to do his part.

The Concord Bridge

The picture shows the bridge over the Concord River where the colonists fought. It is not the "rude bridge" that Emerson speaks of in the poem below, but a later one. Near the bridge stands the tablet of stone, or "the votive stone," which tells the story of the fight at the bridge.

Tell the story of the battle at Concord.



THE CONCORD HYMN

By the rude bridge that arched the flood,
 Their flag to April's breeze unfurled,
 Here once the embattled farmers stood,
 And fired the shot heard round the world.

The foe long since in silence slept;
 Alike the conqueror silent sleeps;
 And Time the ruined bridge has swept
 Down the dark stream which seaward creeps.

On this green bank, by this soft stream,
 We set to-day a votive stone;
 That memory may their deed redeem,
 When, like our sires, our sons are gone.

Spirit, that made those heroes dare
To die, and leave their children free,
Bid Time and Nature gently spare
The shaft we raise to them and thee.

RALPH WALDO EMERSON¹

The Concord Hymn was first sung on April 19, 1836 at the completion of the monument in celebration of the battles of Lexington and Concord. Those who had taken part in the battles were dead, but their spirit still lived in their children. Indeed, it lives in all Americans to-day, as we showed when we opposed Germany in the World War.

What is meant by "the flood" in the first stanza? What is meant by "the embattled farmers"? How far can the shot of a rifle be heard? How could a shot be "heard round the world"?

What is the meaning of "foe" in the second stanza? What has become of the old bridge?

To whom is the poet speaking in the last stanza? What does he say of the heroes who died? What does he ask?

Read the poem aloud. Try to memorize it.

Dictation

Write from dictation the first and the last stanza of *The Concord Hymn*. Why is every other line indented? Why are *Time* and *Nature* capitalized?

¹ Used by permission of, and by special arrangement with, Houghton Mifflin Company, the authorized publishers.

XI. THE SENTENCE AND ITS PARTS

Sentences

Read the following groups of words. Try to decide which are sentences and which are not:

1. The sky is cloudy
2. The earth and the sky
3. Through the rain and the mud
4. The children are playing
5. A man caught the runaway horse
6. The tallest girl in the room
7. The girls made candy

Subject

Every sentence must have one word or group of words about which something is told. In "The sky is cloudy" the words about which something is told are *the sky*; in "The children are playing" the words about which something is told are *the children*. Such words are called **subjects**. What are the words in sentences 5 and 7 about which something is told?

The word or the group of words about which something is told is called the subject of the sentence.

Select the subject of each of the following sentences:

1. Mary rides a pony.
2. My mother gave me a nickel.
3. The little girl was hurt.
4. Frank and Tom went to the woods.
5. New York is a large city.

Predicate

If you stopped after the subject of each of the sentences, you would not have a sentence. Something else is needed to make a sentence. A word or a group of words that tells something about the subject is needed to complete the sentence. In "Mary rides a pony," the words that tell about the subject are *rides a pony*. In "My mother gave me a nickel," *gave me a nickel* tells about the subject. Such words are called **predicates**. What are the words in the last three sentences on page 151 that tell about the subject?

The word or the group of words that tells about the subject is called the predicate of the sentence.

Select the predicate of each of the following sentences:

1. The bird is singing.
2. Mary called me.
3. Charles drove the car.
4. Dogs bark.
5. Clarence sings in the choir.

Subject and Predicate

Select the subject and the predicate of each of the following sentences:

1. I like ice cream.
2. My oldest brother works.
3. Mother made some cookies.
4. My sisters and I play dolls.
5. The fire burns.
6. Frances goes to school.



Correct Usage — *Shall I? Shall We? I Shall, We Shall*

It is correct to say *Shall I?* not “Will I?” Say *Shall we?* not “Will we?” Say *I shall* and *we shall*, unless you wish to show that you are determined. You should say “*I shall* go to school”; “*We shall* be late if we don’t hurry.” However, if you wish to say that, no matter what happens, you intend to do a certain thing, it is correct to say *I will* or *we will*. Thus: “You can depend upon me, for *I will* be there”; “*We will* go in spite of the weather.”

Read aloud the following sentences, filling the blanks with *will* or *shall*:

1. I hope that I ——— pass.
2. We ——— go if it does not rain.
3. No matter what you do, I ——— go.
4. ——— we stop for you?
5. I ——— leave town next week.
6. We ——— be glad to have you.
7. ——— I mail your letter?

Dictation

Read the following selection. Notice the punctuation marks and the capital letters. When it is dictated, try to write it perfectly.

A king who was visiting a school asked the children some questions.

“To what kingdom does this gold piece belong?” he asked.

"It belongs to the mineral kingdom," a child answered.

"And this flower?" he asked again.

"To the vegetable kingdom," said the child.

"To what kingdom do I belong?" he next asked.

The child hesitated. She did not wish to say that the king belonged to the animal kingdom.

Suddenly her face brightened. She smiled at the king and said, "You belong to the Kingdom of Heaven, Sire."

"God grant it," replied the king, as he kissed the little maiden.

Original Stories

Select one of the sentences given below about which you can tell a story:

1. It was a very cold day.
2. I saw two eyes gleaming through the darkness.
3. I was never so surprised in my life.
4. Little Sallie was never satisfied with her toys.
5. An early robin was hunting for worms.
6. The automobile light glared at me and came straight toward me.
7. Suddenly I heard a terrible roar.
8. We had a great deal of fun Halloween.

Think out your story in several parts, and try to tell it so that it will seem true. Look at your classmates while you speak. Speak clearly and distinctly.

Exercise

Select the subject and the predicate of each of the following sentences:

1. The girls have a sewing class.
2. The flower pushed its leaves upward.

3. Fields of flowers grew by the river.
4. The mother covered the baby with a blanket.
5. The old man spoke.
6. The midnight hour struck.

Subject Substantive

In the first sentence of the preceding exercise, which is the important word in the subject? *Girls* is called the **subject substantive**. What is the subject substantive in the fifth sentence? in the sixth sentence?

The important word of the subject is called the subject substantive.

Find the subject substantive of each of the following sentences:

1. A poor woodcutter went into the woods.
2. A beautiful veil of moss covered the rose.
3. A wounded cricket rested on a blade of grass.
4. A troop of children played in the park.
5. The lively little squirrel sprang up the tree.

Predicate Verb

What is the most important word of the predicate in the sentence "The flower pushed its leaves upward"? *Pushed* is called the **predicate verb**. What is the predicate verb in the third sentence of the same group? in the fourth sentence?

The important word of the predicate is called the predicate verb.

Select the predicate verb of each of the sentences given above.

A Letter

The following letter was written by the pupils of a school to the principal:

*Washington School
Atlanta, Ga.*

April 3, 1923

*Miss Florence Hawkins
Principal of the Washington School
Atlanta, Georgia*

Dear Miss Hawkins:

*The A Fifth class of the
Washington School has been
needing for some time a new
set of Carpenter's North America.
We use these books so much that
the old set is badly worn. We
do not think it is sanitary
to use these books.*

*We feel sure that if you will
come into our room and examine
these books, you will try to get
us some new ones. Won't you
come to our room soon and try
to get us a new set?*

*Respectfully yours,
A Fifth Grade*

Read carefully the letter on page 156. Notice the form used in addressing the principal. When the teacher dictates this letter, write it as correctly as possible.

A Request

Talk over in class some request that you wish to make of your principal, or of your Board of Education. Think of something that your class needs and wishes to ask for. Write a letter asking for this article.

A committee of the class may select five of the best letters to be mailed.

Subject Substantive and Predicate Verb

Select the complete subject and the complete predicate of each of the following sentences. Also select the subject substantive and the predicate verb of each sentence.

1. The town mouse visited the country mouse.
2. Many little children live in crowded city houses.
3. The three sons rode away.
4. The older brothers reached home early.
5. Each day brought new pleasures.
6. A little artist paints the window panes.
7. A foolish quarrel was started.
8. The merry clown delighted the children.

Importance of the Predicate Verb

You have noticed that it is the predicate verb that tells what the subject does or what the subject is. You cannot find a sentence that does not have a predicate verb. It is the verbs that make our stories move.

Use the following words as predicate verbs:

ate	pile	rang	blew
hurried	throw	is singing	scurried
skated	are running	coast	stood
were playing	fell	will come	open

Dictionary Study

Look up the word *control* in the dictionary. Notice the small line placed between the syllables *con* and *trol*, con-trol. This mark, called the **hyphen**, is used to show the division of words into syllables.

Whenever in your writing you wish to put part of a word at the end of a line and the rest on the next line, you must be sure to divide the word *between syllables* and to place a hyphen after the syllable at the end of the line.

A word of one syllable, as *straight*, *breadth*, should never be divided.

Notice the hyphens at the ends of lines on pages 153 to 155 of this book.

Copy the following words and then look them up in the dictionary. Place a check opposite the words of one syllable. Show by hyphens where the other words may be divided into syllables and mark the accented syllables. Then pronounce each word aloud.

length	advice	division	beautiful
religion	comical	drowned	procession
wonderful	thorough	remember	burst
opinion	through	height	address

XII. PARAGRAPHS

The Topic Sentence

Writing is divided into paragraphs. Each paragraph should tell about one topic. Read the following paragraphs and tell what each is about:

My dog has many cunning little ways. When I first awake in the morning I open the door of my bedroom, so that she can come in. She jumps up to my bed and licks my hands, and barks, as much as to say, "It's time to get up." At the table she sits beside me. Sometimes I feed her if she begs for it. She begs by sitting on her hind legs and holding up her right forepaw. She can shake hands with her right paw. When she holds out her left paw she looks very much ashamed because she has made a mistake.

Alnaschar, my fifth brother, was very lazy, and, of course, wretchedly poor. On the death of our father we divided his property, and each of us received a hundred drachmas of silver for his share. Alnaschar, who hated labor, laid out his money in fine glasses, and having displayed his stock to the best advantage in a large basket, he took his stand in the market place, with his back against the wall, and waited for customers.

A very wicked giant named Grendel lived near King Hrothgar's hall. This giant hated light and everything that was good. When he saw the bright lights shine

out from the hall and heard the laughter ring out, he grew so angry that he wished to destroy the hall and all who sat in it. This desire grew upon him until at last he crept out of his dark den into the hall and killed thirty of Hrothgar's warriors.

Try to find a sentence in each paragraph that will tell what the paragraph is about. This is called a **topic sentence**.

A sentence that expresses the main thought of a paragraph is called a topic sentence.

Exercise

Find the complete subject and the complete predicate, the subject substantive and the predicate verb of each of the following sentences:

1. The king wept for his men.
2. This giant hated light.
3. The Danes suffered from their terrible enemy.
4. The king made a great feast.
5. A wicked giant wished to destroy the hall.
6. Bright lights shone out from the hall.
7. A servant came out.
8. He asked where they came from.
9. The sweet-voiced minstrel sang many songs.



Correct Usage — *Have*

It is correct to say "I *have* a pencil" instead of "I've got a pencil." It is correct to say "I *have no* pencil" or "I *haven't any* pencil"; but it is never correct to say "I haven't got no pencil."

Answer the following questions, using *have*, *haven't* *any*, or *have no* in your answers:

1. What have you in your hand?
2. Have you any paper?
3. Has Frank a bicycle?
4. Have they a baby sister?
5. What has Lucy on her desk?
6. What has the teacher in her hand?
7. Have I any dirt on my face?
8. Have you a dog?
9. Has your mother a washing machine?
10. Has your little sister a new doll?

Consulting the Index of a Book

Look in the index of a reference book on geography for the following topics:

Rainfall on the Pacific Coast	Gathering Ivory
Date Palms	The Cultivation of Rice
The Houses of the Philippines	Countries That Raise Tea
Boatmen on the Volga	Golden Gate

Look in the index of your textbook on hygiene for the following topics:

Care of the Teeth	Insects as Disease Carriers
Prevention of Tuberculosis	Digestion in the Stomach
Diseases Caused by Germs	Drinking Cup and Disease
Inflammation of the Ear	Danger from Mosquitoes

Building a Paragraph

Use one of the following sentences as a topic sentence on which to build a paragraph. Give your paragraph

orally in class. The topic sentence need not be the first sentence; sometimes it comes more properly at the last of your paragraph.

1. The camel is called "The ship of the desert."
2. The right kind of living will prevent tuberculosis.
3. The oak is one of our most valuable trees.
4. If your clothing catches fire, do not start to run.
5. Boy scouts are useful citizens.
6. Flies are great carriers of disease germs.
7. Every part of the pine tree is of value.
8. Birds save the farmers much money.
9. Trees are useful as well as beautiful.
10. Forest fires are very dangerous.

XIII. NOUNS AND VERBS

Subject Substantive and Predicate Verb

Find the subject substantive and the predicate verb of each of the following sentences:

1. The eyelids protect the eyes.
2. Meat spoils in warm weather.
3. The smallest boy led the line.
4. May heard a robin.
5. My brothers swim.
6. The school bell rang.
7. A cold wind blew.
8. The boys slept soundly.

The Verb

A **verb** is a word that can tell something, or that can make an assertion, about the subject.

Use the following verbs in sentences. Give the subject of each verb:

came	gave	trotted	pass
grew	climbed	touched	heard
blooms	drove	peeped	made
went	said	wears	found

The Topic Sentence

What is the topic sentence of the following paragraph?

The air in a poorly-ventilated room is usually dry.
This dry air takes the heat and moisture from the body

of any person in the room. When the person goes from this room to the cold, moist air outdoors he feels the cold and is likely to become chilled. A cold follows. In fact, warm and poorly-ventilated rooms are the cause of many colds.

Plan a spoken paragraph on one of the following topic sentences:

1. Every one should brush his teeth regularly.
2. The spring is the part of the year I like best.
3. Alcohol injures the body.
4. Exercise is necessary to health.
5. We show our love for one another at Christmas.
6. Birds are beginning to build their nests.

A Written Paragraph

Write the paragraph you planned to speak. Be careful in forming your sentences. After you have written the paragraph, look over it to see if you have a subject and a predicate for each sentence.

The Noun

Look around the room and make a list of the names of as many things as you can see. A word used as a name is called a **noun**.

Make a list of the names of things you can hear.

Make a list of the names of things you can smell.

A word used in a sentence as the name of a person, a place, or a thing is called a noun.

Find the nouns in the following sentences:

1. My mother sews nicely.
2. Mr. Francis lives in Chicago.

3. Caterpillars turn into butterflies.
4. Oak trees make good lumber.
5. The teacher told a story to the children.
6. A strong wind blew down the old tree.

Dictionary Study — Key Words

At the bottom of each page of the dictionary certain words called **key words** indicate the sounds of letters. For example, eight different sounds of *a* are indicated by different marks, thus:

āle, senāte, cāre, ām, āccount, ārm, āsk, sofā

As it is hard to carry all these different marks in mind, the key words may be referred to if you forget the sounds.

The sound of *c* as in *cat* sounds like *k*; the sound of *ç* as in *ice* sounds like *s*. The first is sometimes called the hard sound of *c*, and the second, the soft sound of *c*.

Make a list of words in which the hard sound of *c* occurs. Make a list of words in which the soft, or *s* sound, of *c* occurs.

The dictionary respells words in which *c* is used. The respelling is written in parenthesis. For example, *escape* is respelled (ēs-kāp'); *police* is respelled (pō-lēs').

Exercise

In the following sentences select the subject substantives and the predicate verbs. Also point out all the nouns.

1. The boys built a shack in the back yard.
2. A sparrow hopped on my window sill.

3. I saw an old friend on the street.
4. Driftwood floated down the river.
5. The child swept the porch floor.
6. Chickens are scratching in the grass.
7. The children cut out pictures from the paper.
8. The sun melts the snow.



Correct Usage — *Different From*

It is correct to say *different from*, not "different to" or "different than."

Answer the following questions by using *different from* in your answers:

1. Is your house like mine?
2. Was his story different from the one in the book?
3. Is Mary's hair like Jane's?
4. Is this the same book as the one I had?
5. Are your scissors like mine?

Write two sentences in which you use *different from*.

XIV. GROUP WORK

Planning a Circus

What part should you like to take in a circus? Tell the class what you wish to be, and how you intend to carry out your part. Plan what you have to say, and tell it in good sentences.

One pupil may act as secretary and write down what each member of the class wishes to be. After you have decided on the "acts" of your circus, you may discuss the costumes. Tell in a few sentences what kind of costume you think you should wear.

A Letter

You will probably wish to order something for your circus. Decide on what you wish to order, and find out where you can get it. Write a letter ordering what you need. The following letter may be a help to you:

Florence, Alabama

March 6, 1922

The Atlantic Athletic Company

125 Charles Street

Baltimore, Maryland

Gentlemen:

In your catalogue for 1922-1923 you list gymnasium mats at \$12 each. Please send me by express one gymnasium mat. I inclose money order for twelve dollars (\$12) in payment.

Yours truly,

Clarence Samuels

A Circus Program

When you have planned all the "acts" of your circus, you may arrange a program. Try to have as much variety as you can in your program.



Correct Usage — Past Forms of Verbs

You should be careful in using verbs that tell of events that have already happened. It is correct to say "I *ring* the bell" when you mean that the action is taking place at the present time. *Ring* is the **present tense** of the verb. If you mean that the action took place yesterday, it is correct to say "I *rang* the bell." *Rang* is the **past tense** of the verb. If you wish to use *have*, *has*, or *had*, you should say *have rung*, *has rung*, *had rung*. These forms are made from the **past participle**.

It is necessary, then, to know three forms of every verb, the **present**, the **past**, and the **past participle**.

Learn the three forms, *present*, *past*, and *past participle*, of the following verbs:

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
go	went	gone
break	broke	broken
choose	chose	chosen
throw	threw	thrown

Always use a helping word, such as has, have, had, is, was, with the past participle of the verb. Do not use a helping word with the past form of the verb.



THE CHILDREN'S CIRCUS

Select the right word to complete each of the following sentences:

1. He has (went, gone) to the store.
2. The child has (broke, broken) his pencil.
3. She had (went, gone) before I arrived.
4. Herbert (threw, thrown) the ball over the fence.
5. Have you (chose, chosen) all on your side?
6. He has (threw, thrown) the ball to me.
7. The broken toys were (threw, thrown) away.
8. The toys were (broke, broken).
9. Mary has (chose, chosen) a good book to read.
10. Arthur has (went, gone) home.

Dictation

Write the following from dictation:

We expect to have a good time at our circus. There will be tight-rope walking, pole climbing, and trick dancing. The performing animals will do some good tricks. These will not be real wild animals, but they will be our pets. The circus will be given in Mr. Franklin's barn.

Why are the commas used in the second sentence?

In the fourth sentence the comma after *animals* is used to separate two distinct parts of the sentence. Each part of the fourth sentence has a subject and a predicate. What are they?

A Letter

Write a letter to a classmate who is absent, telling him about your plans for the circus. Make your letter so plain that he will understand just what you are going to do.

A Poem about the Circus

Read the following poem aloud, and notice how musical it is. What pictures of the circus parade does it make you see? How does it make you feel?

**THE CIRCUS-DAY PARADE**

Oh, the Circus-Day Parade! How the bugles played and played!

And how the glossy horses tossed their flossy manes, and neighed,

As the rattle and the rhyme of the tenor drummer's time Filled all the hungry hearts of us with melody sublime!

How the grand band-wagon shone with a splendor all its own,

And glittered with a glory that our dreams had never known!

And how the boys behind, high and low of every kind, Marched in unconscious capture, with a rapture undefined!

How the horsemen, two and two, with their plumes of
white and blue,
And crimson, gold and purple, nodding by at me and you,
Waved the banners that they bore, as the knights in days
of yore,
Till our glad eyes gleamed and glistened like the spangles
that they wore!

How the graceless-graceful stride of the elephant was eyed,
And the capers of the little horse that cantered at his
side!
How the shambling camels, tame to the plaudits of their
fame,
With listless eyes came silent, masticating as they came.

How the cages jolted past, with each wagon battened fast,
And the mystery within it only hinted of at last
From the little grated square at the rear, and nosing
there
The snout of some strange animal that sniffed the outer
air!

And, last of all, The Clown, making mirth for all the
town,
With his lips curved ever upward and his eyebrows ever
down,
And his chief attention paid to the little mule that played
A tattoo on the dashboard with his heels, in the Parade.

Oh! the Circus-Day Parade! How the bugles played and
played!
And how the glossy horses tossed their flossy manes and
neighed,

As the rattle and the rhyme of the tenor drummer's time
Filled all the hungry hearts of us with melody sublime!

JAMES WHITCOMB RILEY¹

Enjoying the Poem

A country boy wrote this poem. What does he mean by "hungry hearts" in the first stanza?

Why do boys always follow a circus parade? What kind of boys? The poet says they "marched in unconscious capture." What does he mean?

Read the stanza that tells about the horsemen.

Read the stanza that tells about the elephant and the camels. What is meant by the "graceless-graceful stride of the elephant"?

What mystery was within the cages?

Read the stanza that tells about the clown.

Stories of the Circus

Tell about one thing you have enjoyed at the circus. Tell it so that others will enjoy it too.

Dictation

Write the following from dictation:

Big bright posters announced that the circus was coming. How excited we were! Around every billboard there were crowds of boys and girls. Everybody was saying, "Are you going to the circus?"

Notice that after expressions of strong feeling an exclamation point (!) is used.

¹ From the Biographical Edition of the Complete Works of James Whitcomb Riley. Copyright 1913. Used by special permission of the Publishers, The Bobbs-Merrill Company.

XV. VERBS

Conversation

We use verbs a great deal in conversation. Work out in class a conversation on one of the following suggestions:

1. Between two boys who are planning a hike
2. Between a pupil who has been tardy at school and the teacher
3. Between a boy who wishes to trade a pair of skates and another boy who has a football
4. Between two boys who have a quarter of a dollar apiece (Let one boy tell why he is going to save his money, and the other how he is going to spend his.)

Each conversation should work toward a definite point; that is, when the two people have finished talking, each one should know what the other one means. You must stick to the point, and leave out matters that have no bearing on that point.

Written Conversation

Write one of the conversations suggested in the preceding section. Be careful to use quotation marks correctly and to separate each quotation from the rest of the sentence by a comma.

Verbs

Select the predicate verbs used in your written conversation.

Exercise

Select the subject substantive and the predicate verb in each of the following sentences. Also select all other nouns.

1. The king listened to the people.
2. The birds quarreled over their food.
3. The catbird sings sweetly.
4. All the animals fear the tiger.
5. The fox raced with the tiger.
6. A bright little spark flew out.
7. The canoe floated on the river.
8. The three brothers sat in their usual places.
9. They cooked some fish and bread.
10. The little boy laughed at the funny story.

**Correct Usage — *Rise, Raise***

Rise means *go up by one's own effort*; *raise* means *cause some one or something else to go up*. It is correct to say "I *rise* at seven o'clock"; "*Raise* the window."

Learn the principal parts of these two verbs:

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
rise	rose	risen
raise	raised	raised

Use the correct form of *rise* or *raise* in each of the following sentences:

1. He ——— from his chair.
2. The farmer ——— corn and wheat.
3. The sun ——— at six o'clock.

4. His employer —— his salary.
5. Has the bread ——?
6. The tide —— very high.
7. When the yeast has —— you should make the bread.
8. Have the bakers —— the price of bread?
9. We —— earlier in summer than in winter.
10. All prices —— during the war.

Dictionary Drill

There are two sounds of *g*: the hard sound, as in *go*, and the sound of *j*, as in *gem*. Both sounds occur in the word *suggest*, where the first *g* is hard and the second has the sound of *j*. The dictionary respells words in which *g* has the sound of *j*, thus: *gelatin* (jĕl'ă-tĭn). The hard sound of *g* is the more usual sound, and is considered its normal sound.

Look in the dictionary for the pronunciation of the following words:

often	forehead	perhaps
again	mountain	almond
against	pillow	column
nothing	eleven	attacked

Watch your pronunciation of these words. All of them are frequently mispronounced.

The Topic Sentence

Read the following paragraphs carefully, and select the topic sentence of each:

We observe "Good English Week" early in November.
We are learning that this week is a model week, during

which we should speak the kind of English that we should like to be judged by all the time. You who have not already begun to use good English should begin during this week. The sooner you begin the better, for a person is judged not only by what he knows but by how he says it. Bear this in mind, and resolve to speak your native language correctly, not only in "Good English Week" but all through the year.

The boys of the Franklin School who are up in their studies are out for football. Nearly every afternoon they have been practicing. When our team plays against other teams, if there is only a small crowd to watch them they feel like saying, "We don't care whether Franklin wins or not; nobody else seems to care." The pupils of the Franklin School should have enough pride in their school to go out and see the boys play. It encourages the players to see their schoolmates; for then they believe that we do care, and they can play better.

Planning a Paragraph

Plan a paragraph on one of the following topic sentences, and give your paragraph orally in class. Be careful not to run your sentences together with *and* or *so*.

1. It takes much labor to produce a bushel of corn.
2. Our baby is very cunning.
3. Football makes boys strong and manly.
4. Smoking injures young people.
5. It is more blessed to give than to receive.
6. The pupils of our school intend to make the school grounds attractive.



Correct Usage — Some Troublesome Verbs: *Drink, Take, Eat*

Learn the principal parts of *drink, take, eat*:

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
drink	drank	drunk
take	took	taken
eat	ate	eaten

Select the correct form in each of the following sentences:

1. The child (drank, drunk) the milk.
2. I have (drank, drunk) a quart of water.
3. Father (took, taken) me to the circus.
4. Have you (took, taken) your medicine?
5. We have (ate, eaten) our supper.
6. The children (ate, eaten) too much candy.

Imagining Stories

Do you not often imagine what you might do if you were different from what you are? You may say, "If I were an Indian, I should sleep in a wigwam," etc. You tell yourself the adventures you might have as an Indian. Think out a story in which you are some person or something different from what you are. Tell how you would live, what you would wear and eat, and what difficulties you would have. The following "starters" may suggest a story to you:

1. If I were a Chinese boy (*or* girl)
2. If I were a lion
3. If I were an eagle
4. If I were a Swiss boy (*or* girl)
5. If I were rich
6. If I were a policeman
7. If I were a mother (*or* a father)

After you have planned your story carefully, tell it to the class. Speak distinctly. Stand straight and look at the pupils while you are speaking.



Correct Usage — *If I Were, If He Were*

It is correct to say "if I *were*" or "if he *were*" when you are supposing something that is not true. For example, you should say, "If I *were* you, I should not do that," or "If he *were* here, he would help me."

A Written Paragraph

Write a paragraph on one of the topic sentences given on page 177. When you have finished your paragraph, read it carefully for mistakes in sentences and punctuation. Consult the dictionary for words you do not know how to spell.

Using Verbs

Use the following verbs in sentences:

cried	finds	caught
swam	falls	invited
rescued	leaned	told
bought	slipped	shone

XVI. PLANNING AND GIVING A PAGEANT



What a Pageant Is

In days long ago, when few people could read and before there were many books, the priests taught the people the stories of the Bible and of the saints' lives by having them acted out. These stories were acted either in the church or on movable stages in the streets. The actors were dressed to represent the characters, and they told the stories partly by gestures and partly by conversation. These representations of Bible stories were the early **pageants**.

In later times pageants have been used to illustrate historical stories, such as the landing and settling of the Pilgrims, the settlement of the Mississippi Valley, the discovery of gold in California and the settlement of this region, etc. Many communities have given local

pageants to show their history and growth. These local pageants are very interesting. They lead people to take an interest in their own community, and to learn more about it. Such a pageant may be given by your school.

Collecting Material

Where can you find out about the early life of your town or county? What books contribute anything to its story? Where can you find old magazines or newspapers that will throw light on these early days? What old people in your community can tell you interesting facts about its earlier history? Who have old furniture, old guns or swords, or other relics that belong to an earlier period? What historical buildings or forts are there in your community? Where can you find out about them? What people of your community have done anything for which they are noted?

Give a short talk to the class on one of these topics.

Letters

Write letters to various members of your community who can help you gain information about its early history. Write a letter asking for the loan of a book or newspapers.

Write a letter asking permission to visit the home of some one who has interesting old furniture or relics.

Write a letter asking some one who knows about the early history of the community to come to your school and give a talk.

In writing your letters try to express yourself clearly and politely. Observe the proper form for letters. Read over your letters carefully and copy them neatly before mailing them.



Correct Usage — *Lie, Lay, Write, Hurt*

Lie means *rest*; as, "I often *lie* down after lunch"; "I *lay* down yesterday"; "I *have lain* down every day this week."

Lay means *put in place*; as, "*Lay* it down"; "I *laid* it down"; "I *have laid* it down."

Learn the principal parts of *lie, lay, write, and hurt*.

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
lie	lay	lain
lay	laid	laid
write	wrote	written
hurt	hurt	hurt

Read aloud each of the following sentences, selecting the correct form in parenthesis:

1. Did the dog (lie, lay) in the sun?
2. He has not (wrote, written) to me.
3. Mary (lay, laid) her book on the table.
4. Mother (lay, laid) down to rest.
5. She (wrote, written) to me last week.
6. Let's (lie, lay) on this soft moss.
7. They (lay, laid) their wraps on the chair.
8. Have you (wrote, written) your story?

Talks to the Class

Select some topic of interesting local history on which you can talk to the class for two minutes. Before making your talk find out all you can about your topic, either by reading or by asking some one who knows. Try to make the class see the incident you relate, or the strange custom you tell about.

Planning the Scenes

After you have found out the most important facts about the history of your community, plan the scenes you will present in your pageant. In planning the scenes remember that only those incidents that have a good deal of action in them can be acted. Select the scenes that are striking and interesting.

Appoint one pupil as secretary, whose business it will be to keep a record of what the class decides. The secretary should write down in order the scenes that are to be given.

Appoint one pupil to manage each scene. The pupils who are responsible for the scenes should be good workers and able to get along well with others. Each pupil in charge of a scene should arrange with the other pupils under him to work up the scene.

WORKING UP THE PAGEANT

Talks by Old Citizens

You may invite a few of the older citizens to tell your class about the times when they were young. Ask

your teacher to help you select people who can talk well. Write down the most important things they tell you.

After these talks, review in class the points that can be used in working out your pageant. Several pupils may tell the class the parts of the talks that can be used in the pageant.

Letters

Write letters of thanks to those who have helped you get material for your pageant. Write a letter to one who talked to you, expressing your appreciation of the talk.

Write a letter thanking the one who lent you books or papers.

Write a letter thanking the one who allowed you to visit his home and to see his relics.

Dictation

Read the following selection carefully, noticing all the punctuation marks. Try to write it perfectly from dictation:

"Have you seen any tracks of a lion?" asked a hunter of a woodcutter whom he met.

"Yes, I can show you the lion himself," replied the woodcutter.

"Oh, no, I don't want to see the lion. I only want to see his tracks," said the frightened hunter.

Always set off the words *yes* and *no* by commas.

**Correct Usage — *May, Can***

These two helping verbs are often used incorrectly. “I *may*” means “I have permission.” “I *can*” means “I am able.” It is correct to say “*May* I leave the room?” not “Can I leave the room?”

It is correct to say “I *can* swim the length of the pool.”

Read aloud the following sentences, filling the blanks with *may* or *can* correctly used:

1. Mother, —— I go to the store?
2. Yes, Charles, you —— go.
3. I —— jump four feet.
4. —— you write on the typewriter?
5. Miss Brown, —— I write on your typewriter?
6. Boys —— throw better than girls.
7. Girls —— sweep better than boys.
8. We —— play an hour.

Planning Where to Have the Pageant

Discuss in class the best place for your pageant. If the school has an auditorium with a stage, you may plan to have it there. You may be able to secure permission to use a church, if there is no suitable place in your schoolhouse. Sometimes pageants are given outdoors, where a rough stage of boards is built.

All the pupils should take part in the discussion, and help find the best place. If you have to ask permission to have the pageant in the auditorium or in a church, write a polite letter requesting permission. Read over your letter carefully for mistakes, and copy it neatly

before sending it. A committee of pupils may help the teacher select the letter to be sent.

Talks about Costumes

Discuss in class what the actors in the pageant should wear. Consult books and old magazines for pictures of costumes suitable to the time of each act. Ask friends and relatives about the costumes worn in earlier times. As the different acts of the pageant will represent different periods, all the costumes should fit the periods.

Have different pupils write on the blackboard what costumes are to be worn in each act. All blackboard writing should be correct, with sentences properly formed, words correctly spelled, and the necessary punctuation marks used.

Exercise

Select the subject substantive and the predicate verb of each of the following sentences. Also select all the other nouns in the sentences.

1. Our pageant will show the history of our county.
2. The people in Washington's time wore queer clothes.
3. The Indians dressed in blankets and furs.
4. They liked bright-colored beads and shells for ornaments.
5. In grandmother's girlhood ladies wore hoop skirts.
6. The earliest settlers cut down trees for their houses.
7. They traveled on boats and on horses.

8. They had no trains or automobiles.
9. The women spun yarn and wove their cloth.
10. They made their husbands' and children's clothes.

Writing the First Act of the Pageant

After you have decided exactly what acts you will have in your pageant, begin to work on the separate acts. Plan in class what the first act is to contain. Write out directions to tell each actor what he is to do and say.

Different pupils may make suggestions which the other members of the class discuss. The suggestions finally agreed upon should be written down by the secretary and other pupils. It is best to write the act on the blackboard where all can see it. Later it may be copied so that it may be permanent.

Continue the other acts of the pageant, as you did the first.

Select the pupils who are to take the different parts. Each actor should study his part thoroughly, so that he may know just what to do and say.

Staging and Scenery

Discuss in class how you will arrange the stage for each act. Plan what scenery you will need. Scenery should be very simple. Decide what furniture or properties, if any, you will need, and arrange a committee of pupils to provide what is needed.

The secretary assisted by other pupils should write down what the class decides on. First it should be

written on the blackboard neatly and correctly. Later it should be copied for a permanent record.

Letters

You will probably need to borrow some costumes and furniture for your pageant. Write a respectful, polite note to the one from whom you wish to borrow. Promise to take good care of the articles lent you and to return them promptly. Do not forget to keep your promise.

You may wish to invite friends to see your pageant. Write a short note of invitation. Tell when and where the pageant will be given and ask your friend to come.

Read your letters carefully and copy them neatly before you send them.



Correct Usage — *Did, Done; Saw, Seen*

Answer the following questions, using the correct form, *did* or *done*, *saw* or *seen*.

1. Did you see the pageant?
2. Have you seen my hat?
3. Did you study your lesson?
4. When did you do your work?
5. Have you seen a robin?
6. Has he done his work?
7. Did she see the costumes?
8. Has she seen the picture?
9. Did they do their duty?
10. Have we done the best we could?

XVII. USE OF THE SENTENCE

Sentences and Other Word Groups

A group of words that contains a subject and a predicate and that makes complete sense is a sentence.

Tell which of the following word groups are sentences, and give your reason:

1. Flying high in the air
2. We arrived home yesterday
3. When the storm came
4. The tiger seized the antelope
5. Before my cousin left
6. The travelers took a taxicab
7. In the spring of the year
8. The fisherman threw out his line
9. If it does, not rain

Make complete sentences of the word groups that are not sentences by adding the necessary words to them.

Subject Substantive and Predicate Verb

In the following sentences select the subject substantive and the predicate verb:

1. The circus parade passed down the street.
2. The great waves beat against the rocks.
3. The travelers looked across the peaceful valley.

4. The children marched out of the schoolhouse.
5. Father and mother will take us for a drive.
6. The soldiers marched wearily along the dusty road.
7. The lion rushed upon his prey.
8. The two girls talked over plans for their party.
9. The trees lose their leaves in the fall.
10. He drove slowly over the rickety bridge.



Correct Usage — *Could Have, Would Have, Should Have*

Be careful to say *could have, would have, should have*, instead of "could of," etc.

Read the following sentences aloud, filling the blanks with *could have, should have, or would have*:

1. I ——— done better if I had tried harder.
2. Do you think he ——— gone?
3. They ——— come if I had asked them.
4. What ——— she ——— done in my place?
5. Henry ——— driven the car for you.
6. We ——— helped you look for your money.
7. What do you think he ——— done?
8. They ——— waited till their father came.

An Argument

Plan an argument about some question of interest to your community. Select a question that has two sides to it, so that there may be an honest difference of opinion. Study the question you select. Give oral reports in class on what you find out. After you have

studied the question, the class may be divided into sides, and each side should plan an argument. Have a judge to determine which side wins.

One of the following questions may be chosen:

1. Should our town have a new town building?
2. Should our county have a fair next fall?
3. Should automobile drivers be required to have a license?
4. Should our school have a track team?
5. Should campers be allowed to build fires in the woods?

Dictionary Study

Look up the following words in the dictionary and note how they are divided into syllables, which syllable is accented, and how each syllable is pronounced. Practice the correct pronunciation of these words. They are frequently mispronounced:

pageant	geography	arctic	poem	introduce
quiet	arithmetic	kettle	usually	history
grocery	quantity	faucet	government	library

Dictation

Write the following from dictation:

Bayard was a very brave knight. Once he defended a weak old castle against a great army. Bayard's men were a mere handful, but they drove away their enemy.

The queen asked the defeated general, "With so many guns why did you not take that old pigeon roost?"

"Because, Madam, there was an eagle in it," was the answer.

PART THREE



I. ONE LANGUAGE AND ONE FLAG

Study of a Poem

Have you ever watched a procession pass down the street with the United States flag proudly carried at its head? Tell why the flag is always carried in front of the procession. Where else is the flag carried or flown? Why does "the Star-Spangled Banner" mean much more to us than any other flag? Why do we take off our hats when the flag goes by?

Read the following poem to see if it tells you for what the flag stands:

THE FLAG GOES BY

Hats off!

Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky.

Hats off!

The flag is passing by!

Blue and crimson and white it shines
Over the steel-tipped, ordered lines.

Hats off!

The colors before us fly;
But more than the flag is passing by:

Sea fights and land fights, grim and great,
Fought to make and save the State;
Weary marches and sinking ships;
Cheers of victory on dying lips;

Days of plenty and years of peace;
March of a strong land's swift increase;
Equal justice, right, and law,
Stately honor and reverend awe;

Sign of a nation, great and strong,
To ward her people from foreign wrong;
Pride and glory and honor — all
Live in the colors to stand or fall.

Hats off!

Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high.

Hats off!

The flag is passing by!

HENRY HOLCOMB BENNETT¹

Tell the class the picture suggested to you by the first two stanzas. What is meant by "the colors" as used in the second stanza? What does "a call to the colors" mean?

¹ Used by permission of the author.

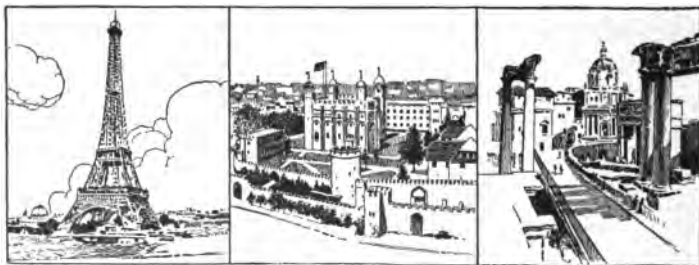
The third, fourth, and fifth stanzas tell for what the flag stands.

Tell a story suggested by the third stanza. Perhaps we feel the meaning of the flag more in war time, but it stands for peace as well as for war.

What picture does the fourth stanza suggest?

The fifth stanza sums up all for which the flag stands. It is a good stanza to memorize. What does "ward" mean? How does the flag ward us from "foreign wrong"? Did we have an example of that in the World War?

What are "loyal hearts," mentioned in the last stanza? Why do our hearts beat high when we see the flag? Would the flag mean more to you if you saw it in a foreign country?



EIFFEL TOWER, PARIS

TOWER OF LONDON

FORUM, ROME

A Letter from Abroad

Suppose that you were traveling abroad, and for several weeks you had seen no one you knew. Perhaps you were in France, in England, or in Italy. Think how you would feel if you should see the Amer-

ican flag flying from many shop windows on the Fourth of July. Write a letter to some one at home, telling how lonely and homesick you were and how happy the flag made you feel.

Pride in Our Language

All Americans should have the same pride in their language as they have in their flag. Not one of us would throw our flag down into the dirt and trample it under our feet; but many of us are careless and indifferent every day in the way we treat our language. Yet our language is the richest and the most beautiful in the world. Should we not treasure it and try to speak it beautifully, instead of trampling it under foot, as we may be said to do when we use incorrect expressions and cheap slang? No boy or girl would willingly soil the flag; but some boys and girls do not hesitate to soil the language by speaking it incorrectly. People whose opinion you value think a great deal more of you when you speak good English than when you speak carelessly.

A Talk on Language

Tell why every one living in the United States should learn to speak the English language. (More than five million persons now living in this country cannot speak our language.)

Tell what advantages a boy or a girl has who speaks correctly.

Tell some ways in which a person's speech can be improved.

Tell how you can show patriotism by improving your speech.

Select one of the above topics, and think it over. Plan what you have to say in a few well-constructed sentences. When you speak to the class stand straight and look at the class. Speak as distinctly as you can.



Correct Usage

It is not correct to begin sentences with "Why" or "er." Avoid these unnecessary words.

Sentence Game

A leader may give the subject of a sentence and ask a pupil to supply the predicate and finish the sentence. If the pupil does this correctly, he may give a subject and ask another pupil to supply the predicate, and so on. For example, the leader says, "A cold north wind — David, finish it." David says, "A cold north wind was blowing."

Dictation

Write the following selection from dictation:

The boy stood there with his head thrown back.

"Surrender!" said the captain.

The boy was all alone, but he raised his flag higher as he answered, "Never, while I have the colors."

For a moment there was silence. Then the captain spoke again.

"Down with your arms, men. Don't shoot that brave boy," he said.

Talks on Service

Think of the different ways in which we can serve under the flag. Are we ever "called to the colors" except in war times? How do boy scouts serve their country? How do policemen, firemen, and health officers serve? How do merchants, doctors, and mechanics serve? How do women serve? Why is the flag displayed at election precincts? Is honest voting a form of service?

Plan a talk of six to ten sentences on service. If possible, illustrate your talk with a story about service.

A Written Paragraph

Plan a paragraph about serving our country. Think of what you wish to say before you begin to write. After you have written your paragraph, read it carefully and correct any mistakes you find.

II. CHOOSING A SUBJECT

Definite Subjects

When you are asked to speak or write, you sometimes find that the hardest part of the task is the selection of a suitable subject. Young people are especially likely to choose subjects that are too large and too general to be interesting.

For example, "The Circus" is a general subject, about which it is difficult to write or speak in an interesting manner. Instead of choosing "The Circus" you should choose some one incident or feature of the circus about which you can tell something definite from your own observation. The following subjects are limited and definite:

1. The Clown's Tricks
2. The Circus Kitchen
3. The Balloon Man on Circus Day
4. Riding on an Elephant
5. The Best Act in the Circus
6. The Snake Charmer

Another general subject that pupils often struggle with is "My Summer Vacation." Instead of trying to

work up a talk or a story on such a large subject, try one of these more limited ones:

1. A Surprising Visit
2. Making a Springboard
3. Fun in a Canoe
4. Keeping House for Father
5. A Hornet's Nest
6. My First Attempt at Swimming
7. An Unlucky Moment
8. Helping the Threshers
9. My Experience with a Mouse
10. Taking Care of Baby

The following story written by a pupil shows what can be done with a limited subject. This story may be dictated for you to write:

MY MOST EMBARRASSING MOMENT¹

I was very lonely while my father was visiting in Denver. When it was about time for him to come home I saw a man get off the car. He was carrying two valises like my father's. I ran to meet him.

In a very little while I was hugging him and saying, "Oh, papa, I'm so glad you came home." As I was about to kiss him something made me look at him closely. I saw that it was not papa at all, but the man next door. I became very red and began to tremble. I never had such a feeling before. I begged the man's pardon and ran away. I was very glad that I looked at him before I kissed him.

¹ From the *Chicago Course of Study in Elementary English*.

Be careful to leave out everything that has no bearing on your subject.

Tell your story to the class. Stand straight and speak distinctly.

Written Composition

Write the story told in class yesterday. Try to make it interesting enough for another pupil to read. When your story is finished, read it carefully for mistakes in spelling, punctuation, and sentence structure. Be careful that each sentence has a subject and a predicate and that it makes complete sense.

After the stories are corrected, pupils may exchange papers with one another for the pleasure of reading what others have written. A committee of pupils may select several of the best stories to be read to the whole class.

Poetry Day

Each pupil may be prepared to recite or to read a poem that he likes. Before speaking or reading your poem in class, you should practice it aloud, so that you can make the class enjoy hearing it.

III. CAPITALS AND PUNCTUATION — REVIEW

The Use of Capitals

A. Every sentence begins with a capital letter.

B. Every direct quotation begins with a capital letter. Thus:

Mother said, "You must be home by five o'clock."

C. Every line of poetry begins with a capital letter. Thus:

A fair little girl sat under a tree
Sewing as long as her eyes could see;
Then smoothed her work and folded it right
And said, "Dear work, good-night, good-night!"

D. The pronoun *I* and the exclamation *O* are always capital letters.

E. The first word and every important word of the title of a book, a poem, or a picture begin with capital letters. Thus:

The Wreck of the Hesperus
The End of Day

F. Every name of a particular person, place, day, or month begins with a capital letter. Thus:

Her name is *Mary*. We shall go on *Saturday*.
They live in *Galveston*. We leave town in *June*.

G. All names of God begin with capital letters. Thus:

God, Lord, Jehovah, Creator

H. Both parts of the name of a street, a river, a mountain range, or a county begin with capital letters. Thus:

Her home is on *Washington Street*.

The *Rocky Mountains* are high.

The *Ohio River* is navigable.

They live in *Orange County*.

I. The first word and the principal word in the greeting of a letter and the first word of the complimentary close begin with capital letters. Thus:

My dear Cousin

Your sincere friend

J. Titles and initials begin with capital letters. Thus:

Mr. Smith

The President of the United States

H. S. Newcomb

Punctuation

A. Close of Sentences — 1. A sentence that makes a statement closes with a **period**. Thus:

They are leaving to-day.

2. A sentence that asks a question closes with a **question mark**. Thus:

When are you going?

3. A sentence that expresses strong feeling closes with an **exclamation point**. Thus:

Oh, I am falling!

B. Quotations — A direct quotation is inclosed in **quotation marks** and is usually set off from the rest of the sentence by a **comma**. Thus:

“I am ready to go,” said Joe.

Alice asked, “Won’t you wait a minute?”

“Oh, mother,” cried little Julia, “I hurt my toe!”

C. Apostrophe — 1. An apostrophe and *s* are added to a noun to show possession. Thus:

John’s cap *My father’s* horse *The children’s* dog

When the noun stands for more than one and ends in *s* the apostrophe follows the *s* to show possession. Thus:

The *girls’* club works hard. He sells *ladies’* dresses.

2. The apostrophe is used to show the omission of letters. Thus:

Don’t slam the door.

Isn’t that Mary?

I’m afraid to go.

You’ve helped me.

D. Comma — 1. The comma is used to set off words of address. Thus:

Mother, please button my dress.

Do you know, Fanny, that this is my birthday?

Are you going to the party, Fred?

2. The comma is used to set off *yes* and *no* from the rest of the sentence. Thus:

Yes, I heard you.

No, I cannot go to-day.

3. The comma is used after each member of a series except the last. Thus:

Flour, sugar, butter, and eggs are used in making a cake.

We swam, fished, played ball, and paddled at camp last summer.

Up the hill, across the river, and through the woods we hurried.

4. The comma is used to separate the name of a city from that of a state. Thus:

Charleston, West Virginia

5. The comma is used to separate the day of the month from the year. Thus:

June 21, 1922

6. The comma is used to separate parts of a sentence. Thus:

When I was seven years old, my friends filled my pockets with coppers one day.

Other uses of the comma will be given later.

Exercise

Explain the use of each capital letter and of each punctuation mark in the following sentences:

1. The twig asked, "What is the matter, little leaf?"
2. A swan, a pike, and a crab were once harnessed to a cart.
3. The younger son said, "Father, give me the portion of goods that falleth to me."
4. The tree said, "The leaves are getting ready to fly away and have put on those beautiful colors for joy!"

5. The prodigal said, "How many hired servants of my father's house have bread enough and to spare, and I perish with hunger!"

6. He sells men's hats, boys' shoes, and ladies' dresses.

E. Letter Form — The correct punctuation and arrangement of a business letter are as follows:

121 Stanton Street
Newark, N. J.
September 7, 1922

Mr. Jackson Clark
Akron, Ohio

My dear Sir:

You will find inclosed my check for \$6.25, for which kindly send me the following articles:

1 dozen baseballs No. 162

1 baseball bat No. 56 K

Yours truly,

Thomas K. Roberts

Thomas K. Roberts
121 Stanton Street
Newark, N. J.

Mr. Jackson Clark
416 Fifth Street
Akron, Ohio

IV. PARAGRAPH BUILDING

The Topic Sentence

Paragraphs must be planned so that they tell about one topic. The topic or subject of the paragraph is expressed in a sentence that sums up the thought of the paragraph. What is the topic sentence of the following paragraph?

Abraham Lincoln's home was humble. It was not made of stone or brick, or even of smooth lumber, but it was built of rough logs. As a boy, Lincoln used to lie in his bed and watch the stars shining through cracks between the logs. In winter the snow sifted through the chinks. A rude fireplace made of stone filled one side of the cabin. At night Lincoln read by the light of the fire, for there was no other light in the room. From such a home, lacking all the comforts and conveniences of modern times, came the man who became one of our greatest presidents.

Find the topic sentence of each of the following paragraphs:

The Puritans, though they endured much hardship for the sake of religious liberty, did not extend the same freedom to others who had a different faith. No one was allowed to vote or hold office in Massachusetts Bay colony who did not belong to the Congregational Church. Every one was taxed to support this church, and no other

form of worship was allowed in the colony. As a result, many of the settlers grew dissatisfied. They did not wish to belong to the Congregational Church, but unless they did they had no share in the government of the colony. These dissatisfied people stirred up trouble, until at last the colony decided to expel all "contentious and heretical folk."

As the days grow colder and food grows scarcer, the tufted titmouse becomes more friendly with mankind. He and his companions come in flocks to the back door of the farmhouse, where they are likely to find crumbs and bits of meat. Especially on snowy days are the pert little heads to be seen bobbing up and down among the hens, as the titmice appropriate what they need from the supplies furnished to the poultry. When they are satisfied they perch in neighboring trees and cheerfully pipe "Peter, Peter, Peter," very fast and very clear. Perhaps that is their way of expressing thanks for their meal. At any rate, they seem to feel much more kindly toward the human race in winter than in summer, when they can find all the food they need without depending upon mankind.

Building a Paragraph

In studying the paragraphs in the preceding section you will notice that the topic sentence is used as the basis of the paragraph. The other sentences of the paragraph merely expand the topic sentence by supplying more details. If you build paragraphs in this way, you will stick to the point you are trying to make.

Select one of the topic sentences in the following list on which to build a paragraph to be spoken to the class:

1. I am very proud of our school because it is so clean.
2. I was surprised when I went home last night.
3. A carelessly dropped match caused all the trouble.
4. It is very interesting to watch a mowing machine at work.
5. When mother is tired we children help her with the work.
6. Every pupil can do something to make the school better.
7. Hurrah! To-morrow is Thanksgiving Day!
8. I shall never forget that automobile ride.
9. A queer thing happened on the playground to-day.
10. It was the most exciting ball game I ever saw.
11. Yesterday was my unlucky day.
12. One day when I was about four years old I was lost.

In planning your paragraph be careful that everything you tell grows out of the principal idea which is expressed in your topic sentence.



Correct Usage — *Very*

Use *very*, not "awful" or "real," when you wish to make a strong statement. Say "It is *very* cold to-day," not "It is real cold to-day." Say "I was working *very* hard," not "I was working awful hard."

A Written Paragraph

Use one of the topic sentences on page 210 as the basis of a written paragraph. Think what you wish to say before you begin to write. Be careful in forming your sentences.

When you have finished writing your paragraph, read it carefully for mistakes. Then exchange with another pupil, so that each of you may see what the other has written. You may suggest to each other improvements that would make the paragraphs more interesting.

Selecting Paragraphs

From your readers, histories, geographies, or other books select a paragraph that is built upon a topic sentence. Read the paragraph to the class and point out the topic sentence.

Dictionary Study

Look up the pronunciation of the following words:

again	recognize	Italian
idea	probably	several
athletics	lightning	umbrella
February	laundry	soften

Watch your own pronunciation of these words.

Pronounce the following words, giving the long *u* sound correctly:

new	avenue	Tuesday
dew	duty	tune

V. SUBJECT SUBSTANTIVE AND PREDICATE VERB

Importance of the Verb

The verb is the backbone of the sentence; remove it, and the sentence falls to pieces. It is the verb that makes a statement or a request; it is the verb that asks a question.

Supply predicate verbs for the following subjects:

A cloudy sky	The old clock
The robin	My pet cat
A cold wind	Fred's pony
My father	The boys on our street
My little sister	This picture

Select the predicate verbs in the following sentences, and give the subject substantive of each:

1. The little boy fell down.
2. Henry and James ran a race.
3. The children hurried away.
4. Abraham Lincoln wore deerskin leggings.
5. His eyes shone like stars.
6. Saucy raindrops pattered down on his face.
7. He crept up the stairs.
8. The child's heart beat fast.
9. The wind whistled through the trees.
10. The man smiled at the little boy.

Recognizing Sentences

Tell which of the following groups of words are sentences and why. Select the subject substantive and the predicate verb of each sentence:

1. He told his sad story
2. Looking into the man's face
3. Long years afterwards
4. Across the snowy fields to the neighbor's house
5. The poor little fellow cried
6. To dream of the wonderful story
7. The child trudged through the snow
8. Abraham Lincoln loved birds and animals
9. To find the nest
10. Sprawling on its back
11. The burglar opened the drawer

Supply words to complete the incomplete sentences.

Subordinate Clauses

Read the following groups of words. Does each group have a subject and a predicate? Why are they not sentences?

1. If I go to-morrow
2. When you come back
3. Because I cannot lift the stone
4. Which had tumbled out of the nest
5. Whose book I borrowed
6. Where the rainbow ends
7. Unless I find work
8. Although you work hard
9. While we lived there
10. That I passed on the street

Although each group of words in the preceding exercise contains a subject and a predicate, it is not a sentence because it does not make complete sense.

Such groups of words are called **subordinate clauses**. A subordinate clause contains a subject and a predicate, but it does not make complete sense.

Add words to complete the meaning of each of the groups of words in the second exercise on page 213.

Which of the following groups of words are clauses and which are complete sentences?

1. The melting snow feeds the streams
2. If you pick the fruit
3. The boy bounded out of bed
4. When he saw his cousin
5. Joe noticed the tall trees
6. Because I lost my cap
7. Washington pushed his troops forward
8. While the Indians crept through the bushes

Substantives — Nouns and Pronouns

Make a list of the names of ten objects in your schoolroom.

Make a list of the names of ten people you know.

Make a list of the names of ten places you know.

Words used as names of persons, places, or things are called **nouns**.

Select the subject substantive, the predicate verb, and all the nouns in the following sentences:

1. They drive piles into the ground with a hammer.

2. They nail heavy oak boards upon the piles.
3. They place the foundation on top of the boards.
4. The three women hasten to their homes.
5. The storms come quickly.
6. An old Dutch merchant invited his friends to dinner.
7. Two old seamen served the guests with herring, salt beef, and greens.

Substantives — Pronouns

Read the following sentences and notice what words are used in place of nouns:

1. Mother told me to come to her.
2. I saw Francis and Tom and asked them to play.
3. Mrs. Smith, will you join us?
4. Mary was here; she looks well.
5. They were surprised to see him.

In the first sentence what word stands for the name of the speaker? What word stands for *mother*? In the second sentence what word stands for *Francis and Tom*? In the third sentence what word stands for the name of the person addressed? In the fourth sentence what word stands for *Mary*? In the fifth sentence what word stands for the name of the people who were surprised? What word stands for the name of the person they saw?

These words that stand in place of nouns are called **pronouns**. Both nouns and pronouns are **substantives**, and may be used as subjects of sentences.

Some of the most commonly used pronouns are:

I	you	him	who
me	she	it	whom
we	her	they	which
us	he	them	that

Select the nouns and the pronouns in the following sentences:

1. The early Hollanders lived very simply.
2. As they prospered they lived more extravagantly.
3. We saw them as they left the house.
4. Some stormy days must come in all lives.
5. I shall not worry about them.
6. Ida said that she could not come.
7. The man is working on the bill, and he will soon finish it.
8. You promised to help us.
9. He who loses hope is lost.
10. She is a girl whom you can trust.
11. The strap made a handle by which to carry the bundle.
12. This is the house that Jack built.



VI. LETTERS

Friendly Letters

In writing friendly letters try to be natural and sincere without being slangy and slovenly in your language. Study the following letter with care:

Clarksburg, West Virginia
December 16, 1922

Dear Mrs. Thompson,

I am leaving here Tuesday morning at eight o'clock, and will arrive in Huntington at five. If it is convenient, I should like to have you meet me and let me stay with you Tuesday night. I like Clarksburg and my school very much. School was out for the Christmas holidays Friday, and I have been visiting since then.

I hope to see you Tuesday afternoon, but if you are busy please do not go to any trouble for me.

With love,

Margaret

Parts of the Letter — 1. The **heading** tells where and when the letter was written. Notice that a comma separates the name of the city from that of the state, and another comma separates the day of the month from the year. No other punctuation is needed in the heading.

2. The **salutation** (*Dear Mrs. Thompson*) is written below the heading at the left of the paper. Either a comma or a colon may follow the salutation of a friendly letter.

3. The **body** of the letter begins on the line below the salutation.

4. The **complimentary close** (*With love*) is written on the line below the last line of the body of the letter. The first word only of the complimentary close begins with a capital. A comma separates it from the signature.

5. The **signature** is written on the line below the complimentary close, and a little to the right.

Write the letter on page 217 from dictation.

Occasions for Letter Writing

Social life offers many occasions for writing letters. Sometimes we write simply because we wish to tell a friend how we are getting along or to ask about what he is doing. When we have visited a friend or have received any courtesy from him, it is a social duty to write a letter of thanks. We should always promptly acknowledge the receipt of a present and write a letter of thanks for it. We have occasion to write let-

ters of invitation and to accept invitations. Sometimes we wish to congratulate our friends on a piece of good fortune or to express our sympathy for them in times of sorrow. Ease and charm in letter writing come only through practice.

Letters of Thanks

Work out in class a letter of thanks for a Christmas' present or for a birthday present. Try to show that you appreciate the gift. Be simple and natural in what you say.

Suppose that you have been visiting a friend and have returned home; write a letter expressing your thanks for your friend's kindness and hospitality.

Carefully read your letter after you have written it. When you have corrected all the mistakes you see, exchange with another pupil so that you may criticize each other's papers before you hand them to the teacher.

Letters of Invitation

Write a letter of invitation to a boy or a girl friend, asking him or her to spend the next week-end with you.

The class may be divided into "dictators" and "stenographers." The dictators may prepare a letter of invitation to be dictated to the stenographers. The stenographers will write the letter (in longhand, of course) as it is dictated. When the letters are finished they will be returned to the dictators for correction.

The stenographers may then become dictators and reverse the proceeding.

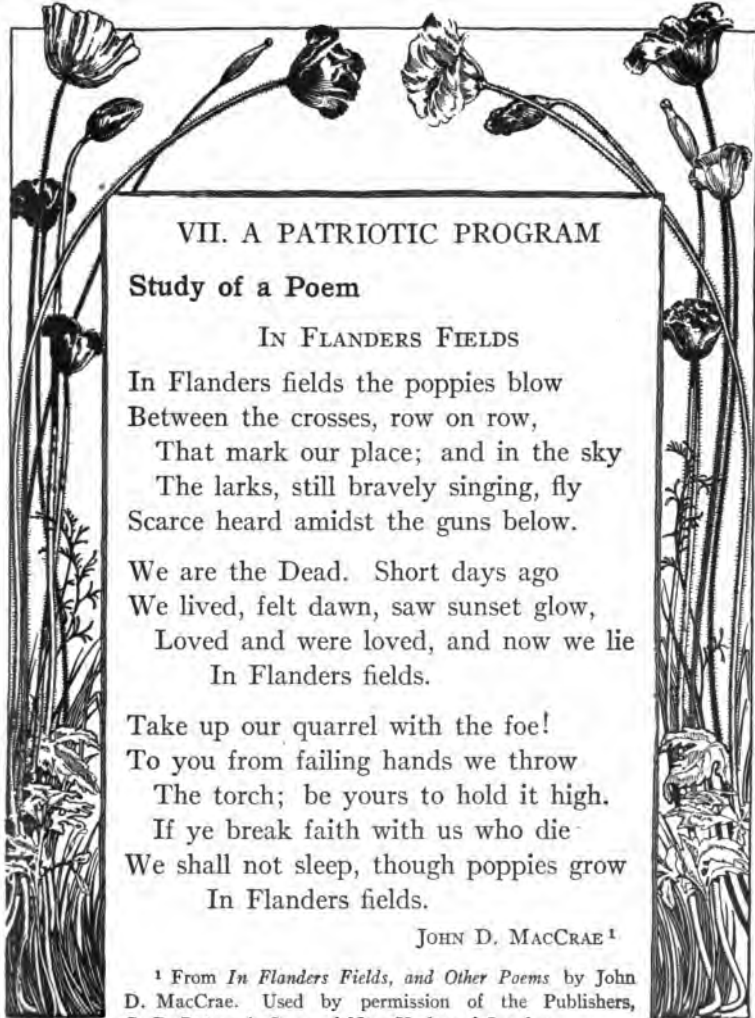


Correct Usage — *Have*

Be careful in the use of the verb phrases *have to*, *must have*, *could have*, *should have*, *would have*. These phrases are often pronounced as if they were "hafto," "must of," "should of," "could of," "would of."

Carefully pronounce the verb phrases in the following sentences:

1. I *have to* go down town.
2. You *should have* gone when I went.
3. Do you *have to* study this evening?
4. Mother *could have* helped me.
5. I *must have* left my gloves at home.
6. He *would have* come if I had asked him.
7. Sally and I *have to* go to the village.
8. I wish you *could have* seen the parade.



VII. A PATRIOTIC PROGRAM

Study of a Poem

IN FLANDERS FIELDS

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amidst the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe!
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

JOHN D. MACCRAE ¹

¹ From *In Flanders Fields, and Other Poems* by John D. MacCrae. Used by permission of the Publishers, G. P. Putnam's Sons, of New York and London.

Where was the World War fought? Where were the brave soldiers who fell in battle buried? What marked their graves? What flowers sprang up between the graves?

Whatever man may do, the processes of nature go on. The flowers spring from the soil of death; the birds sing even while the cannon roar and shells shriek. Many soldiers in the World War commented on the fact that the birds sang even during battle. The soldiers who gave their lives that we might have greater freedom and security have returned to earth and quietness; but as they lie so still perhaps they wonder what use we are making of their sacrifice.

What was the foe with whom they quarreled? How can we take up their quarrel? What is the torch they throw to us? In what way can we keep faith with those who died? Is it only in war time that we can hold high the torch? In what other ways can we do it?

Read the poem aloud, and try to memorize it, especially the last stanza.

Memorizing

Read the following creed many times, and try to memorize it. If you think over what it means and try to live up to it, you will be a better citizen.

THE AMERICAN'S CREED

I believe in the United States of America as a Government of the people, by the people, and for the people,

whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect union, one and inseparable, established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and their fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all its enemies.

WILLIAM TYLER PAGE

How does the government of the United States derive its powers from the consent of the governed? What is a democracy? What is an inseparable union? On what principles is our government founded? What is the duty of each American?

Songs of the World War

A committee of pupils may find out what were the most popular songs of the World War and what made them popular. A report to the class will interest the other pupils. One or two of these songs should be sung by the class on Armistice Day.

Stories of the World War

Pupils may tell stories told them by friends or by relatives who were in service. Be certain that your story is worth telling. It should bring out some quality of heroism or self-sacrifice; it should not suggest cruelty or cowardice.

Plan your story carefully before telling it, so that you can tell it readily, without "er's" or "and's."

A Letter of Invitation

Write a letter of invitation to some one you wish to ask to attend your patriotic program.

Be careful to use the correct letter form, to make good sentences, to spell your words correctly, and to use necessary punctuation.

Read your letter carefully and copy it neatly before you send it.



Correct Usage — *Isn't, Doesn't, Don't*

Use *isn't* or *doesn't* with a subject that stands for only one person or thing. Thus: "*It isn't* raining." "*He doesn't* see you." Use *don't* when the subject stands for more than one person or thing. Thus: "*They don't* work very hard." Never say "He don't."

Read aloud the following sentences, filling the blanks with *isn't, doesn't, or don't*:

1. It ——— seem fair.
2. She ——— so pretty as her sister.
3. We ——— wish to go.
4. ——— he look well?
5. The boys ——— play there now.
6. Lucy ——— know her lesson.
7. The schoolhouse ——— far from here.
8. ——— this a beautiful day?
9. ——— she want to play?
10. The men ——— work very hard.
11. ——— it look like rain?
12. Frances ——— at school to-day.

A Patriotic Program

1. A Patriotic Song — The class
2. *The American's Creed* — Recited in concert by the class
3. *In Flanders Fields* — Recited by a pupil
4. Stories of the World War — Talks by pupils
5. *Why the United States Entered the World War* — Talk by a pupil
6. A Patriotic Song — The class or a phonograph record
7. *What It Means to Be an American* — Talk by a pupil or by a member of the American Legion
8. *The Flag Goes By* — Recited by a pupil
9. *Hold High the Torch* — Talk by a pupil
10. *The Grave of the Unknown Soldier* — Talk by a pupil

VIII. STUDY OF THE SENTENCE

Exercise

Find the subject substantive and the predicate verb of each of the following sentences:

1. The captain and his horse understood each other perfectly.
2. A splinter tore the captain's chest.
3. The orderly looked in.
4. He saw his captain on a cot.
5. The wounded captain's face broke into a smile.
6. Old Tom had heard his master's voice.
7. The horse thrust his head through the window.
8. The wounded man talked to the horse.
9. The orderly rode away with the horse.
10. The captain watched them from the window.
11. The horse visited the hospital regularly.
12. He helped the captain to get well.

Modifiers

Some words used in the above sentences help to make the meaning of the subject or the predicate more clear and definite. In the first sentence *perfectly* tells how the horse and his master understood each other; or, in other words, it makes more definite the meaning of *understood*. *Perfectly* is a **modifier** of *understood*.

In the eighth sentence *wounded* tells what kind of man it is. *Wounded* is a **modifier** of *man*.

Modifiers are words or groups of words that affect the meaning of other words.

Modifiers of Nouns and Pronouns — Adjectives

Read the following sentences and notice the words that either describe or point out nouns and pronouns:

1. A cold, penetrating rain was falling.
2. A tiny, wounded sparrow fluttered from the tree.
3. The tallest boy led the line.
4. A brown parcel lay on the table.
5. This brick house was built in 1875.
6. Five little pigs were squealing.
7. These green peppers make good salad.
8. The first house was struck by lightning.

What words tell what kind of rain was falling? What words describe *sparrow*? What words point out and describe *boy*? What words point out and describe *parcel*? What words point out and describe *house*? What words point out and describe *pigs*? What words modify *peppers*? What words modify *house* in the last sentence?

Words that modify nouns or pronouns are called adjectives.

Form sentences in which you use the following words as adjectives:

hot	scorched	angry	short	dangerous
dusty	sweet	pleasant	black	slippery
rapid	worried	green	thin	uncertain

Planning and Writing a Paragraph

Read the following sentences, and select one on which you can write. Plan a paragraph on this topic sentence. After you have thought through your paragraph, write it.

1. I found out the other day that it isn't always best to have my own way.
2. Bang! Crash! The automobile had struck another car.
3. There is a good deal of hard work connected with camping.
4. A funny thing happened in our room.
5. I had a hard time learning to swim (skate, ride a bicycle, etc.).
6. When I hear the train whistle I feel like going somewhere.
7. I should like to live where it is always summer.
8. A cat more than pays her board in a home.
9. Dogs should not be allowed to run at large.
10. If everybody helps, we can make our school yard clean and attractive.

Read carefully what you have written, and correct the mistakes. A committee of pupils may select several of the best paragraphs to be read to the class.

Exercise

Select the nouns, the pronouns, the verbs, and the adjectives in the following sentences:

1. A young marine vanished from the ranks.
2. He was not seen again for eight days.

3. A hungry, dirty, tired, sore marine crawled into the American lines.

4. It happened in this way.

5. A shaggy Red Cross dog tracked the worried marine to his hiding place.

6. The thirsty fellow longed for water.

7. The sleepy guard nodded.

8. We saw something in the thick bushes.

9. The enemy's artillery fired close to him.

10. The enemy took his dog-tag, his notebooks, his money, and his letters.

11. The noisy car rattled past the window.

12. The large dog snarled angrily at the cat.

13. The boy in the first seat rose.

14. The train traveled rapidly over the level country.

15. A little wounded bird dropped at my feet.

His and *my* are adjectives.

IX. PLANNING A LONG STORY

A Continued Story

We are usually more interested in working out our ideas in a long story or article than in a single paragraph; but as we do not have much time in school for writing, a long story must be continued from week to week.

In writing a long story you should plan the story by paragraphs. Each paragraph should tell one division of the story. When you have decided how many divisions your story will have and what the topic of each paragraph will be, you may then write one paragraph at a time until your story is complete. The story may be illustrated by your own drawings or by pictures cut from magazines.

One sixth-grade class¹ worked out through several weeks a good story that is suggestive to other pupils. This class planned each paragraph in outline form, as shown on the left, pages 231-234. Then each member of the class wrote his own paragraph, following the outline. The first draft was read and corrected, after which it was neatly copied in a notebook. So the story grew week by week.

¹ Sixth Grade of Kanawha School, Charleston, West Virginia.

Working Out the Story

The following outlines and paragraphs show how the story was worked out:

A QUEER BIRD HOUSE

First Week

Outline

Topic Sentence:
Bennie's brother
brought home
interesting things.

- (a) pictures
- (b) vases
- (c) helmet

First Paragraph

When Bennie's big brother came home from the war he brought with him some interesting things. There were kodak pictures which he took of scenes in France and Germany. He had brass vases that he had hammered out of shells. Most interesting of all was a German helmet which he had picked up on the battlefield.

Second Week

Outline

Topic Sentence:
The steel helmet
had curious designs on it.
(a) kind of designs
(b) why it was
painted

Second Paragraph

The helmet, which was made of steel, had curious designs painted upon it. The painting was intended to "camouflage" it; that is, to make it look like a part of the landscape. If it had been worn in the woods it could not have been distinguished from the trees.

Outline

Topic Sentence:
The strap made
an excellent
handle by which
to hang it up.

- (a) where placed
- (b) use of strap

Third Paragraph

It had a leather strap to go under the chin. This strap made an excellent handle or loop by which to hang it up. Of course the heavy thing must be hung up, since no one at Bennie's house wished to wear it, and it was in the way.

*Third Week**Outline*

Topic Sentence:
Bennie's mother
hung up the
helmet.

- (a) finding a place
- (b) the back porch
- (c) the helmet forgotten

Fourth Paragraph

Bennie's mother was puzzled to know where to hang it. One day she noticed the hook on the back porch, where Bennie's father usually hung his raincoat. She hung the helmet by its strap on this hook, and forgot all about it.

Outline

Topic Sentence:
Bennie's mother
discovers birds in
the helmet.

- (a) when
- (b) how

Fifth Paragraph

That is, she forgot all about it until one day in March, when she went out on the back porch to get Bennie's overshoes. She was stooping below the helmet, when something fluttered down quickly and flew, yes, *flew* out through the hole in the screen door. For a moment she wondered what it could be.

Fourth Week*Outline*

Topic Sentence:
A pair of wrens
had made a nest
in the helmet.

- (a) how made
- (b) why placed in
the helmet

Sixth Paragraph

Now you have guessed it! Bennie's mother guessed it, too, even before she looked into the helmet and saw the dry grass, sticks, and strings inside. She guessed that Mrs. Jenny Wren had found the helmet in spite of its being camouflaged, and had set up house-keeping in it. Or, perhaps Mr. and Mrs. Wren had chosen it because it was camouflaged to look like the green and brown of the woods. Anyway, a war helmet seems a queer place for a pair of birds to make their peaceful nest, doesn't it?

Fifth Week*Outline*

Topic Sentence:
The location has
proved entirely
satisfactory.

- (a) completing
the nest
- (b) eggs

Seventh Paragraph

The location has proved entirely satisfactory, for the birds have kept on furnishing the nest. The doll's wig that they found made excellent upholstering. The home is complete now, and the last time Bennie peeped in he saw six speckled eggs in it. Bennie is waiting impatiently for them to hatch.

Outline

Topic Sentence:
 Bennie will make
 the young birds
 good Americans.
 (a) what brother
 said
 (b) how Bennie
 will train the birds

Eighth Paragraph

Bennie's big brother says that he will not be surprised if the little wrens chirp in German. Bennie is going to hang a little American flag over the helmet. He thinks the young birds will then be certain to grow up good Americans.

Subjects for Long Stories

Select a subject in which you are interested and work it out paragraph by paragraph in the same manner as *A Queer Bird House* was worked out. The following subjects may suggest possibilities to you:

1. An Interesting Family (rabbits, chickens, or dogs)
2. Our Scout Camp
3. The Horse in the World War
4. Furnishing an Attractive Room
5. Sewing for Needy Children
6. A Clean-up Campaign
7. Beautifying Our School Grounds
8. Our Thrift Club

**Correct Usage**

It is not correct to use both a noun and a pronoun meaning the same thing for the subject of a sentence. For example, you should say "Mother bought a dress," not "Mother she bought a dress."

X. VERBS

Tense of Verbs

Sometimes verbs tell what is taking place now; as, "I *see* you"; "He *sees* me."

A verb that tells what is taking place now is in the **present tense**. *Tense* means *time*.

A verb may tell what has taken place; as, "Mother *wrote* a letter."

A verb that tells what has taken place in the past is in the **past tense**.

A verb may tell what will take place at some time to come; as, "They *will go* to-morrow"; "I *shall study* this afternoon."

A verb that tells what will take place in the future is in the **future tense**.

Give the tense of each verb in the following sentences:

1. The squirrel sees the nut.
2. Bennie will make the young birds good Americans.
3. He thinks the birds will speak German.
4. A pair of wrens made a nest in the helmet.
5. Bennie's mother discovers the birds' nest.
6. The strap made an excellent handle.
7. She hung the helmet up.
8. The location proved satisfactory.

9. I hear a train.
10. We shall have a picnic Saturday.
11. Who will open the door?
12. The bird flew through the hole.



Correct Usage — *Will, Shall*

Will and *shall* are helping words added to verbs to form the future tense. Use *shall* when the subject of the sentence is *I* or *we*. With all other subjects use *will*.

In a question, use the form expected in the answer; as, "*Shall you go?*" "*Yes, I shall go.*"

I will or *we will* expresses determination or willingness; as, "*I will go in spite of the danger,*" "*We will help you.*"

Read aloud the following sentences, filling the blanks with *will* or *shall*:

1. They —— help you.
2. I —— not be able to go.
3. The girls —— play basket ball to-day.
4. —— I come too?
5. We —— go as soon as we can.
6. The teacher —— read the poem.
7. You —— probably receive the prize.
8. We —— be there.
9. I —— bring my football.
10. —— we help you?
11. Where —— I find you?
12. I —— help you.

An Argument

Plan an argument, in which one half of the class takes one side and the other half of the class the opposite side. Select a subject you know about, and try to find out more about it. It will be more interesting if you select a subject connected with your school or community life. If you cannot think of a good subject, one of the following may appeal to you:

1. Boys as well as girls should learn to cook.
2. Motion pictures teach more than books.
3. Frequent attendance at motion pictures is injurious to young people.
4. Life in the city is more healthful than life in the country.
5. Boys and girls brought up in the country are more independent than boys and girls brought up in the city.
6. Football is a better game for schools than baseball.

After you have selected your subject, study it for several days. Each pupil should try to find as many points on his side as possible. Each side should appoint a leader, who will see that every pupil takes part in the argument and that no two pupils bring out the same points.

Each pupil should prepare what he has to say so that he can express his thought clearly in two or three sentences. Try not to repeat.

The teacher or some one chosen by the class may be the judge to decide which side has the stronger argument.

Singular and Plural Substantives

The boy, a dog, the desk, a flower, Charles, Miss Caldwell, Mr. Bell, St. Louis, each stands for a single person or object. These words are in the **singular number**.

Boys, dogs, desks, flowers, children, teachers, women, men, cities, each stands for more than one person or object. These words are in the **plural number**.

In the following sentences tell whether each noun or pronoun is singular or plural:

1. We brought our sewing bags.
2. The little girl plays with her brother.
3. The two birds are building a nest.
4. I saw them on the street.
5. The streets are slippery.
6. The girls washed the dishes.
7. The children watched the squirrel.

Singular and Plural Verbs

Verbs also have singular and plural forms. *Is, was, has, comes* are singular; *are, were, have, come* are usually plural. We say "He *is*," "They *are*"; "She *was*," "They *were*"; "The girl *has*," "The girls *have*"; "He *comes*," "They *come*."



Correct Usage — Agreement

The predicate verb must agree with its subject in number.

This is one of the most important rules of the language. It is correct to say "The girl *sings*" because both the

subject and the predicate verb are singular. In "The girls *sing*" both the subject and the predicate verb are plural.

The only exception to the rule for agreement occurs in sentences in which *you* is the subject. *You* is both singular and plural, but it always takes a plural verb. "You are prompt" may mean either that one person is prompt or that more are prompt.

Read aloud the following sentences, using the correct form of the verb:

1. This house (belong, belongs) to my father.
2. You (is, are) my partner.
3. The children (has, have) an apple.
4. The boys (plays, play) marbles.
5. We (was, were) going, but it rained.
6. The doctor (works, work) hard.
7. My friends (visits, visit) me often.
8. Father (buys, buy) the evening paper.
9. (Was, Were) you at the ball game?

Beginning a Long Story

A short time ago we read a story that had been worked out by a sixth-grade class through several weeks. Let us select a subject that may be developed in the same manner. The class may select a subject and outline the paragraphs as a class project; or each pupil may select a different subject and make his own outline.

For your written work this week, outline and write the first paragraph. Read it carefully when it is

finished, and hand it to the teacher for correction. When it is returned to you, look over it, and rewrite it neatly in your notebook. If each paragraph is written in this way, you will have a complete, neatly-written story to show for your pains.

Principal Parts of Verbs

You have learned that verbs have three tenses, **present**, **past**, and **future**. Most verbs change their form to indicate these tenses.

Regular verbs, such as *live*, *move*, *play*, *jump*, etc., add *d* or *ed* to the present form used with *I* to make the past forms *lived*, *have lived*; *played*, *have played*; *jumped*, *have jumped*.

To form the future tense of all verbs *will* or *shall* is prefixed to the present form used with *I*; as, *shall skate*; *will walk*.

Many of the most common verbs in the English language are not regular. These **irregular verbs** have special forms for the past tenses.

The principal parts of a verb are the **present**, the **past**, and the **past participle**. The **past participle** is always combined with helping verbs, *has*, *have*, *had*, *is*, *are*, *was*, *were*, etc., if used as a predicate verb.

Learn the principal parts of the following verbs:

		<i>Past</i>			<i>Past</i>
<i>Present</i>	<i>Past</i>	<i>Participle</i>	<i>Present</i>	<i>Past</i>	<i>Participle</i>
draw	drew	drawn	set	set	set
eat	ate	eaten	lie	lay	lain
sit	sat	sat	lay	laid	laid



Correct Usage — *No, Not, None, Never*

No, not, none, and never are called **negative words**. A sentence in which one of these words occurs is a **negative sentence**. Only one of these words is required to make a sentence negative.

It is not correct to use more than one negative word in the same sentence. You should say, for example, "I *have no* pencil" or "I *haven't any* pencil." Do not say "I haven't got no pencil."

Change the following sentences to negative sentences by using *one* negative word:

1. I have a fork.
2. She will be here to-morrow.
3. We have seen them.
4. She has finished all her work.
5. They have some apples.
6. He likes to work.
7. We have money.
8. She is well.

The Use of *Do* in Negative Sentences

Some form of the verb *do* is frequently used as a helping verb in a negative sentence. For example, to change the sentence "I like to work" to a negative sentence, we say "I *do not* like to work."

XI. OBJECTS AND MODIFIERS OF VERBS

Object of the Verb

Some verbs do not make a complete assertion without a substantive to receive the action from the subject. Notice the italicized words in the following sentences:

1. Fred drove the *horse*.
2. Mother called *me*.
3. I like *her*.
4. We passed the *house*.

In each of these sentences some action passes from the subject to a substantive called the **object**. In the first sentence the action passes from the subject *Fred* to the object *horse*. In the second sentence the action passes from the subject *Mother* to the object *me*. Tell what action passes in the third and fourth sentences.



Correct Usage — Pronouns

Some pronouns when used as objects change their form. *I* is the form used as subject, but *me* is the correct form as object. *We*, *she*, *he*, and *they* are used as subjects; *us*, *her*, *him*, and *them* are used as objects.

Read aloud the following sentences, selecting the correct form of the pronoun:

1. Fred invited Tom and (I, me).
2. Mary and (I, me) will go.
3. John saw (he, him) yesterday.
4. Did Mr. Brown invite (they, them)?
5. (He, him) and Harry are going.
6. Sister and (I, me) help mother.
7. Mother saw you and (she, her) on the street.
8. The policeman struck (he, him).
9. Shall (we, us) come, too?
10. Arthur left (we, us) on the corner.

Stories Told by Means of Conversation

Telling a story through conversation is usually effective and interesting, provided that the conversation really makes the story move. In other words, only those speeches that advance the story should be included in it.

Plan a story to be told mainly through conversation. You may choose an incident from what you have seen or heard, or you may base your story on one of the following situations:

1. A boy with a slingshot meets a sparrow.
2. One girl wants to play and another wants to study.
3. A cat has caught a mouse; the mouse begs for its life and gives the cat reasons for being spared.
4. Bob wants to go fishing; Alec wants to play ball. They debate the question till one persuades the other.
5. Robin Hood and Little John plan a trick on the Sheriff of Nottingham.

Modifiers of the Verb — Adverbs

A verb is often modified by a word that tells *how*, *when*, or *where* an action occurs. Thus:

1. He reads *well*.
2. Mother is coming *to-morrow*.
3. The boys were playing *here*.
4. Everybody laughed *heartily*.

In the first sentence *well* tells how he reads. In the second sentence *to-morrow* tells when mother is coming. What does *here* tell? What does *heartily* tell?

A word that modifies a verb is called an **adverb**.

Sometimes adverbs modify adjectives; as, "You have a *very* pretty hat." *Very* is an adverb that modifies the adjective *pretty*.

Adverbs may also modify other adverbs. In "Everybody laughed *most* heartily," *most* is an adverb that modifies the adverb *heartily*.

Adjectives and Adverbs

What do adjectives modify? What do adverbs modify?

Many adverbs are formed by adding *-ly* to adjectives; as, *sweetly*, *quickly*, *rapidly*.

Select the adjectives and the adverbs in the following sentences, and tell what each modifies. Also give the subject substantive and the predicate verb of each sentence:

1. The woman talked foolishly.
2. The man carried a heavy basket.
3. The old man had a long white beard.

4. He was busily working in the garden.
5. The foolish fellow smiled vacantly.
6. The soldiers marched steadily.
7. He came here yesterday.
8. He has gone away.
9. The hungry child ate heartily.
10. He rose quickly from the hard bench.
11. The car suddenly turned a sharp corner.



Correct Usage — Adjectives and Adverbs

Do not use adjectives when you should use adverbs. *Good* and *bad* are never used as adverbs; the adverbial forms are *well* and *badly*.

Read aloud the following sentences, selecting the right word in parenthesis:

1. I can skate (good, well) now.
2. She reads (rapid, rapidly).
3. He turned the corner too (sudden, suddenly).
4. The (industrious, industriously) boy earned much money.
5. He writes a (plain, plainly) hand.
6. You can read the license number (easy, easily).
7. That child behaves (bad, badly) at the table.
8. He waited (patient, patiently).

XII. VOICE AND POSTURE

Importance of the Voice



How characteristic is the voice! Often when we cannot see a person we say, "That is Mary. I know her voice." In telephone conversation especially, we depend to a very great extent upon the voice to tell us how the person at the other end feels. A pleasant voice makes us feel happier.

If, then, the voice is so important, each should do his best to cultivate an agreeable one.

High-pitched Voices

You have learned in music the difference between high pitch and low pitch. Many voices are habitually pitched too high. You should cultivate a voice that is low-pitched and clear, because a low-pitched voice is usually more pleasant than a high-pitched one. It is a mistake to think that by pitching your voice high you can be heard better. A low-pitched voice, if it is clear, can be heard with less effort and strain than a high-pitched one. Children in school often try to make themselves heard by speaking in a very high key that is most unpleasant to hear. Watch yourself, and try to keep your voice from rising too high.

Speaking Distinctly

Very often people do not speak distinctly because they do not take the trouble to open their mouths. They try to speak through almost closed teeth. It is most annoying to listen to a person whose speech is indistinct. By taking a little trouble most of us can speak so that we can be readily understood. It is not necessary to speak very loud if we are careful to enunciate our words plainly. Many mispronunciations come from carelessness in enunciation. *Probably* in the mouth of a slipshod speaker becomes "prob'ly"; *geography* is called "jogafy"; *library* is "liberry"; *February* is "Febuary," and so on. In some sections the final *g* of *ing* is dropped; as, "lovin'," "puddin'," etc.

Words for Practice

Divide each of the following words into the right number of syllables, and practice saying them distinctly:

morning
asked (not "ast")
different
quiet
quantity
believe
arctic (not "artic")
grocery
height (not "highth")

poet
poem
sixth (not "suxt")
governor (not "guvner")
government
treasurer
usually
history
really

Talks on Improving Speech

Plan a talk on improving speech to give the class. You may select one of the following topics or some other one that you may prefer:

Politeness over the Telephone
How Voices Influence People
Reasons for Speaking Distinctly
Voices I Like to Hear
Why We Should Improve Our Speech
Pride in Our Language
Good Speech Pays

Talk over your topics at home. No doubt your mother and father can suggest points that you have not thought of. Plan exactly what you will say. Make an outline of your talk, as you would outline a paragraph. Let your talk illustrate the points brought out in the preceding section.

Dictation

Read the following selection, noticing the punctuation and the capitals. When it is dictated try to write it perfectly:

A business man was speaking to me the other day about his inability to speak well. "I can't seem to function until I get really roused, till I get angry," he said. "But I've missed a lot of business because I couldn't handle myself right at low speed."

The pupil's training in school should teach him to speak readily and to the point whenever he has occasion to speak.

**Correct Usage — *This Kind, That Kind***

Kind and *sort* are singular nouns. It is correct to use *this* or *that*, not *these* or *those*, with these words.

Read aloud the following sentences, filling the blanks with *this* or *that*:

1. Do you like ——— kind better than ———?
2. ——— sort of weather usually lasts all winter.
3. I have seen ——— kind of flowers in my mother's garden.
4. ——— kind of nut is hard to crack.
5. She likes to play ——— sort of game.
6. ——— kind of book never interests me.
7. Do you care to make a friend of ——— kind of boy?

Kinds of Sentences

Read the following sentences. Notice the punctuation mark at the end of each. Why do not all the sentences end with the same mark?

1. It is snowing to-day.
2. Please close the door.
3. May we go coasting?
4. Where is my hat?
5. How cold it is!
6. What does it mean!

The first sentence merely states or declares a fact; it is followed by a period. The second sentence declares a wish; it also is followed by a period. Both of these are **declarative sentences**.

The third and the fourth sentences ask questions to which answers are expected. These sentences are followed by question marks. They are called **interrogative sentences**. The answer to an interrogative sentence may be either "yes" or "no," as in the third sentence, or the answer may be a declarative sentence, as in the fourth sentence. Give answers to the third and fourth sentences.

The fifth sentence declares a fact, as the first sentence does, but it also expresses the speaker's feeling. This is an **exclamatory sentence**, followed by an exclamation point. The sixth sentence is also exclamatory, because it expresses great surprise or perplexity. It is more than a question, because of the feeling it expresses. The speaker probably does not expect an answer, for he is so puzzled that he cannot believe there is any answer.

A declarative sentence expresses a fact, a wish, or a command. It is followed by a period.

An interrogative sentence asks a question to which an answer is expected. It is followed by a question mark.

An exclamatory sentence expresses strong feeling. It is followed by an exclamation point.

Exercise

Punctuate each of the following sentences and tell what kind of sentence it is:

1. Where are you going
2. I am going to school
3. My brother came home yesterday

4. How glad we were to see him
5. Will you help me
6. That story is perfectly ridiculous
7. What in the world is that for
8. Please lend me your book
9. Come into the house
10. Do you admire Roosevelt

Dictation

Read carefully the following conversation and write it from dictation:

"What are you doing, Fred?" asked Mrs. Brown

"Nothing," replied Fred.

"Well, Jack, what are you doing?"

"Helping Fred," said Jack promptly.

Posture

Not only voice is important, but posture or position in standing has a great deal to do with success in speaking. Watch the singer. You will see his body lift, and you will see him move from side to side as his voice expresses his thought and feeling. It is unnatural for any one to stand perfectly still when he is singing or speaking; his body should be free to move in harmony with his thought. A speaker, however, should stand erect, with chest up and eyes directed towards his audience. A slovenly, slouchy position prejudices an audience against a speaker. It suggests slovenly, slouchy habits of thought. On the other hand, an audience is at once favorably impressed by a speaker who stands easily erect.

Study of a Picture — *The Song of the Lark*

Notice the fine posture of the young peasant girl in the picture on page 253. It is free and natural, perfectly poised, and full of simple dignity. Notice the position of the feet, on which the body is balanced firmly and yet lightly. See how the head and the chest are lifted. Look at the poise of the arms. Try to stand as this young girl is standing. The ease and the balance of the position will give you more confidence in speaking.

The figure expresses intent attention. To what is the girl listening? What time of day is it? Why can she hear the song so clearly? What is she doing? Although she is poor and humble, the picture makes us feel that she loves beauty; that her heart is not closed to the color and the music of the world.

Tell the story this picture suggests to you. Think over your story and plan it carefully before you tell it. Do not try to put into words what you wish to say, because you may forget the words and become embarrassed. If you are full of your idea, however, the words will come to you of themselves.

A Talk on Posture

Plan a talk on posture to give in class. Choose a good sentence for the central thought of your talk. Let the other sentences expand and explain your topic sentence. Be careful of your own posture while you are speaking.



SONG OF THE LARK

(After Jules Breton)

XIII. INTELLIGENT LISTENING AND READING

How to Listen

Look again at the picture *The Song of the Lark* on page 253. How does the girl's attitude show that she is listening? Of what do you suppose she is thinking? Of how many things can you think when you are listening? Our minds are somewhat like spotlights; there is always a brightest point to which we give attention. Other objects and ideas are less brightly lighted and cannot be seen so plainly. The spotlight does not remain on one object or idea for long at a time; it is constantly changing its position, as other ideas come into the attention; but we cannot give close attention to more than one thing at a time, although other things may be in the outer edge or fringe of the mind.

As you listen to a speaker, you should try to keep the spotlight of attention always on his main thought. As he brings out his thought and makes it plain, you should try to follow him, and keep out of mind the thousand other things that are knocking for admittance. Unless you do keep your attention steadily focused on what the speaker is saying, you will not have any clear idea, when he has finished, of what he has said. It is very bad to allow your mind to fall into the habit

of wandering without direction wherever it wishes to go. Minds are like children; if they are allowed to wander about wherever they please, they soon become wayward and disobedient.

In listening try to connect the speaker's illustrations and details with his main thought. If he tells a story, see what the story illustrates, and what it has to do with the idea he is trying to develop. Sometimes a listener catches a story, but does not hear anything else the speaker says. He is not likely to remember the story because it is not connected with any other idea.

Exercise

Different pupils may each read a paragraph that is not too hard, while the other pupils listen. At the close of the reading of each paragraph certain pupils should be called on to give the main thought of the paragraph, and any illustrations that serve to bring out the thought.



Correct Usage — *There, Their*

Read the following sentences. See how *there* and *their* are used in each sentence:

1. There is my dog.
2. He lives there.
3. There is no one at home.
4. Their father is my uncle.
5. This is their house.

What part of speech is *there* in the first two sentences? In the third sentence *there* is used merely to

introduce the sentence. *No one* is the subject of the sentence.

Their in the fourth and fifth sentences is an adjective. Why?

There and *their* are often confused in writing. Copy the following sentences, filling the blanks with *their* or *there*:

1. Have you seen —— Christmas tree?
2. Which is —— house?
3. —— is your book.
4. Who is ——?
5. —— is a burglar in the house.
6. He is captain of —— team.

Talks on How to Make Something

Plan a talk before the class in which you will tell clearly how to make something. Tell every necessary point, and leave out all else. Think over the process you are explaining, and give the steps in the right order; that is, tell what to do first, what next, and so on. Be sure that you make your talk so clear that any one who is listening intelligently can learn how to make what you explain.

After each talk another pupil should be called on to repeat the essential points of the talk. It will be necessary to listen in order to repeat what has been said. Try to be intelligent listeners.

Inverted Sentences

Usually the subject of the sentence is placed first, then the predicate verb, and after it the object, if

there is an object; as, "A very heavy rain flooded the valley."

Sometimes, however, we find a sentence in which this order is **inverted**; then the object or the predicate verb may come before the subject; as, "There is a burglar in the house." Here the predicate verb *is* comes before the subject *burglar*.

In interrogative sentences the object sometimes comes first; as, "*What* do you want?" "*Whom* did you invite?"

Select the subject substantive, the predicate verb, and the object of the verb in each of the following sentences:

1. Half to his guest he gave.
2. Which place shall I take?
3. What did he say?
4. Yourself you must first control.
5. Whom do you fear?
6. What did you see?
7. This book I found on my desk.

Select the subject substantive and the predicate verb in each of the following sentences:

1. There goes the band.
2. On soft cushions sat the king.
3. Softly falls the snow.
4. Oft to his frozen lair
Tracked I the grisly bear.
5. Under its loosened vest
Fluttered her little breast.
6. Loud sang the minstrels.

An Argument

Divide the class into sides to discuss some question of interest to your school or to the community. If you cannot decide on a subject, one of the following may be selected:

1. It is easier to speak than to listen.
2. It is better to be born rich than poor.
3. Geography is a more important study than arithmetic.
4. It is sometimes right for a boy to fight.

Remember that it is necessary to listen to what the other side says so that you can answer its argument. This is where you need to be intelligent listeners.

INTELLIGENT READING**Finding the Main Thought**

In reading, as in listening, you must find the main thought of each paragraph. This, as you know, is expressed in a topic sentence. All the rest of the paragraph should grow out of and explain or expand the topic sentence.

Read the following paragraphs to find the main thought of each. Express the main thought in one sentence.

Each one of us should be a working member of some community. We should be quite as much interested in finding out what we can do for the community as in learning what it can do for us. Communities are sure to make the greatest progress when all the people are working together and each is doing his part.

We cannot do our part intelligently unless we know something about our community. We must find out what it has done, what it is trying to do, and what its relation is to other communities. We must also know how it may profit by following what other communities have done to make living together more agreeable and profitable.

FINCH — *Everyday Civics*¹

The picture *The Song of the Lark* makes me feel the freshness of early morning in summer. The dew is still on the daisies. It must feel cold on the feet of the barefooted girl. As the sun rises it touches each little dewdrop and makes it glisten like a pearl. A sweetness rises from the dewy earth. The world is still, as if listening. Then the song of the lark breaks the silence. It is the voice of the morning.

She learned what heavy housework was, the disagreeable duties of the kitchen. She washed the dishes, wearing off her rosy nails on the greasy kettles and the bottoms of the pans. She washed the soiled linen, the shirts and all the rougher things, which she dried on a line; every morning she carried the garbage down to the street, and brought up the water, stopping to regain her breath on every landing. And, dressed like a woman of the people, she went to the fruit shop, the grocery, the meat shop, with her basket on her arm, bargaining, insulted, fighting penny by penny with her wretched money.

Translated from GUY DE MAUPASSANT'S *The Necklace*

¹ By permission of the American Book Company, Publishers.

As we traveled down the river we noticed that whenever another stream flowed into the river a shoal or an island was formed. The first time our attention was attracted to this fact was when we passed the mouth of Elk River. A long rocky shoal extended for a distance of several hundred yards down the Kanawha River. Here the water ran so swiftly that a boat had difficulty in coming upstream. Then again where Two-Mile Creek joined the river there was a large island. Farther down stream, at the mouth of Poca River, we saw another island.

We began to wonder what made these islands and shoals. We asked the captain of the boat, and he said that he supposed God put them there. We did not doubt that, but we wondered why God put them at the mouth of streams. Our minds began to work. What happened to a stream when it joined another stream? We began to notice carefully each stream we passed. It seemed to us that the current of the incoming stream was checked as it met the river. We recalled that when muddy water stands still it drops its mud to the bottom. Was that what happened to the streams that entered the river? We decided that it must be so; that as the current of the stream was checked, the mud and small stones were dropped. As these accumulated they grew into islands or shoals.

As you give the thought of each paragraph, stand up and address the class. Speak distinctly.

From your geography, history, or some other book select a paragraph to read aloud to the class. After you have read it, give its topic sentence.

Learning to Read Rapidly¹

You should now be able to read more rapidly than you did in the lower grades. Both the eye and the mind can be trained to seize quickly the main thought of what you read. Read silently the following anecdote as quickly as you can. Look at the watch exactly when you begin and again at the instant you finish. Notice the number of minutes and seconds it takes you to read the anecdote. When you have finished, try to tell it in your own words. If you can read it rapidly and tell it when you have finished, you are a good reader. A reasonable time for the reading is about forty-five seconds. If it takes you more than a minute to read it, you read too slowly, and should try to increase your reading rate. You can do this by practice. At the end of a week read this paragraph again and see if you can read it more quickly.

When Benjamin Franklin stopped at the Van Cortlandt house on his way down from Canada during the Revolutionary War, young Pierre came into the room where Dr. Franklin and Mrs. Van Cortlandt were conversing. He handed something to his mother.

"My boy, is that all you could find?" she asked.

"You seem disappointed, madam," said Franklin.

"What has the boy brought you?"

"Prickly pear thorns," she replied. "We won't use pins. They are made in England."

¹ A Scale for the Measurement of Silent Reading prepared by Dr. May Ayres Burgess is published by the Russell Sage Foundation Publication Department, 130 East 22d Street, New York, N. Y.



“Madam,” said Franklin, “may I take those thorns to France with me? I shall tell the king of France and his ministers that a nation that can grow pins cannot be conquered.”

Read other selections from your textbooks or from other books or magazines. The teacher may time the class to see how rapidly each pupil can read a given selection and be able to give the substance of it.

Dictation

Read carefully the anecdote about Franklin and the prickly pear thorns in the preceding section. A part of this may be dictated for you to write. Try to write it perfectly.



Correct Usage — *Learn, Teach*

You *learn* things for yourself; the teacher or some other person *teaches* you things. It is never correct to say that some one else “learns you.”

Read aloud the following sentences, using *teach*, *teaches*, or *taught*; *learn*, *learns*, or *learned* to fill the blanks:

1. Mother —— me to sew.
2. Mary —— the poem in a short time.
3. We can —— a great deal on the farm.
4. The old bird —— the young one to fly.
5. I —— my dog to shake hands with me.
6. Miss Spencer —— geography in the sixth grade.
7. My brother —— me to swim.
8. Will you —— me to write on the typewriter?

Reading a Poem

The following poem tells an interesting story. Read it so that you can tell this story to the class:

AHAB MOHAMMED

A peasant stood before a king and said,
"My children starve, I come to thee for bread."
On cushions soft and silken sat enthroned
The king, and looked on him that prayed and moaned,
Who cried again, "For bread I come to thee."
For grief, like wine, the tongue will render free.

Then said the king with simple truth, "Behold
I sit on cushions silken-soft. Of gold
And wrought with skill the vessels which they bring
To fitly grace the banquet of a king.
But at my gate the Mede triumphant beats,
And die for food my people in the streets.
Yet no good father hears his child complain
And gives him stones for bread, for alms, disdain.



Come, thou and I will sup together — come.”
The wondering courtiers saw, saw and were dumb;
Then followed with their eyes where Ahab led
With grace the humble guest, amazed, to share his bread.

Him half abashed the royal host withdrew
Into a room, the curtained doorway through.
Silent behind the folds of purple closed,
In marble life the statues stood disposed;
From the high ceiling, perfume-breathing, hung
Lamps rich, pomegranate-shaped, and golden-swung.
Gorgeous the board with massive metal shone,
Gorgeous with gems arose in front a throne;
These through the Orient lattice saw the sun.
If gold there was, of meat and bread was none
Save one small loaf; this stretched his hand and took
Ahab Mohammed, prayed to God, and broke.
One half his yearning nature bade him crave;
The other gladly to his guest he gave.

"I have no more to give," he cheerily said;
"With thee I share my only loaf of bread."
Humbly the stranger took the offered crumb
Yet ate not of it, standing meek and dumb.
Then lifts his eyes — the wondering Ahab saw
His rags fall from him as the snow in the thaw.
Resplendent, blue, those orbs upon him turned;
All Ahab's soul within him throbbed and burned.

"Ahab Mohammed," spoke the vision then,
"From this thou shalt be blessèd among men.
Go forth — thy gates the Mede bewildered flees,
And Allah thank thy people on their knees.
He who gives somewhat does a worthy deed;
Of him the recording angel shall take heed.
But he that halves all that his house doth hold,
His deeds are more to God, yea more than finest gold."

JAMES MATTHEWS LEGARÉ

Studying the Poem

Ahab Mohammed was an Arab king, whose capital was besieged by his neighbors, the warlike Medes. What lines suggest the splendor of an eastern monarch's court? Read them and try to see the picture of the throne room. How do you know that the Arabs were hard pressed by the Medes? Read the lines that tell you this. What makes you think that the king felt sorry for his suffering people? What shows that the king thought of himself as the father of his people? When the king says that no good father gives his children stones for bread, to what passage in the Bible does he refer?

How did the king answer the beggar's request for bread? How did his courtiers regard the king's action? How was the king's table spread? What kind of food should you expect to see on such a table? What was really on it?

Tell what the king did before he ate. Tell what he did with the small loaf. What change came over the beggar? How did his eyes change? What did the vision say about the king's enemies? What did the vision say about the one who "halves all that his house doth hold"?

Inverted Sentences

This poem is full of inverted sentences. Read it through and notice how frequently the object or the verb comes before the subject. Notice especially the following lines:

On cushions soft and silken sat enthroned
The king.

But at my gate the Mede triumphant beats,
And die for food my people in the streets.

Him half abashed the royal host withdrew
Into a room.

From the high ceiling, perfume-breathing, hung
Lamps rich, pomegranate-shaped, and golden-swung.

Gorgeous with gems arose in front a throne.

One half his yearning nature bade him crave;
The other gladly to his guest he gave.

And Allah thank thy people on their knees.

You cannot understand any one of the sentences on page 266 until you know the subject substantive and the predicate verb of each.

Dictionary Study

Consult the dictionary for the meaning of the following words:

wrought	abashed	yearning
triumphant	pomegranate	resplendent
alms	gorgeous	bewildered
disdain	Orient	Allah

Telling the Story

Divide the story into parts. One pupil may tell the first part, another, the second part, and so on.

In telling the story stand erect and look at the class.

XIV. CORRESPONDENCE



Letters to Other Lands

Since the World War everybody is more interested in the people of other countries than before. The war not only brought the people of all the states into a closer union, but it made the people of America more friendly with those who are separated from us by thousands of miles. The Junior Red Cross has stimulated the interest of boys and girls in the friends across the sea, and has arranged that letters written to the young people of foreign countries shall reach them. Do you not like to know how the people of France, Russia, Armenia, and other countries live, what they produce, and what they think about? They are just as much interested in you as you are in them.

Write a letter to a boy or a girl in some foreign country, telling about a product of our country. With your letter send a sample of the product you describe. You may send coal, cotton, corn, tobacco, or a manufactured article characteristic of the section in which you live. Would you send wheat or rye to Russia? Why?

There may also be an interchange of products between you and the pupils of a school in another part of the United States. If you live in the south, you will please the children of a northern state by sending them a cotton boll or a sample of sugar cane. If you live in a mineral-producing section, samples of the minerals would be welcomed by pupils who do not have them in their own state.

When you send the sample product, write something about how it is produced. Try to tell something that is not ordinarily found in the textbook about it, so that your letter may be interesting to the one who receives it.

Before you send your letter look it over carefully for mistakes in composition. Be sure that it is neat and plainly written.

A Talk on the Junior Red Cross

No doubt you know a great deal about the work of the Junior Red Cross. About 12,000,000 young people are already working in this organization. If you have not formed a chapter in your school or your community, why not do so?



Plan a talk to give before the class on the work of the Junior Red Cross. Choose one of the following topics:

1. How to Organize a Chapter of the Junior Red Cross
2. How the Junior Red Cross Helps Us to Be Better Citizens
3. How It Helps People in Need
4. What It Makes for Other People
5. What It Does for the Community
6. How It Promotes Interest in Foreign Lands
7. How It Promotes Thrift
8. *The Junior Red Cross News*

Read carefully the following paragraph written by the Chairman of the Central Committee of the American Red Cross:

One of the greatest things that can be produced in the child is the habit of service — the object of doing something for somebody else besides himself. He has been started right during the war, and if we can perpetuate that thing, if we can show him that by being of service he is expressing what is after all the fundamental emblem of democracy, and that to be a citizen of a democracy carries with it not merely a benefit but a responsibility of service, we are doing the best possible thing to breed sound, faithful citizenship.

—LIVINGSTON FARRAND

Interchange of Pictures with Letters

Everybody likes to see pictures. The pictures in your geography give you some idea of the life of the people in foreign lands; but how much better you understand these people when you can look over the pictures brought from abroad by a traveler. Why not, then, exchange pictures with some of the children of other countries, in the same way as you exchange products? Send some interesting pictures of the scenery, the people, and the buildings of your country with a letter to a boy or a girl of another country, and request that pictures be exchanged. The Junior Red Cross will assist you to have these letters exchanged.

The Preposition and Its Object — *Where Is It?*

Think of two objects, for example, a house and a cat. Where is the cat in relation to the house? The answer may be expressed in several different ways. Read the following sentences and notice that the italicized words show the relation between the cat and the house.

1. The cat is *in* the house.
2. The cat is *behind* the house.
3. The cat is *under* the house.
4. The cat is *in front of* the house.
5. The cat is *on top of* the house
6. The cat is *beside* the house.

These italicized words are called **prepositions**. The preposition always takes a substantive (noun or pro-

noun) that is called its **object**. The preposition and its object are called a **prepositional phrase**.

The following words are used as prepositions:

across	before	except	instead of	out of
after	behind	for	into	over
against	beside	from	of	to
among	between	in	off	under
around	by	in front of	on	up
at	down	in place of	on account of	with

There are many other prepositions, but the ones given above are used most frequently. Make a prepositional phrase with each of the words given above by adding a noun or a pronoun as the object of the preposition. Thus:

across: across the street

into: into the water



Correct Usage — Object of Preposition

When a pronoun is the object of a preposition it takes the same form as if it were the object of a verb. Use *me*, *him*, *her*, *us*, and *them* as objects of prepositions.

Read aloud the following sentences with the correct form of the pronoun:

1. Mother will sit between you and (he, him).
2. Won't you sit by Mary and (I, me)?
3. Mary does not speak to (she, her).
4. They live beside (we, us).
5. Tom went home with Harry and (I, me).



XV. FRIENDLY BOOKS

Sharing Books

When you read a good book do you not wish to tell some one else about it and to interest him in reading it, too? Just as we introduce one friend to another friend, so we like to make our book friends known to people who will enjoy them.

In telling some one else about a book we have read, we should try to do two things. In the first place, we should give an idea of what the book is about. This does not mean that we should tell the story; we should let the book do that. In the second place, we should give our own feelings and impressions of the book.

The following paragraphs about books were written by pupils. Read them to see if you would care to read the books they describe.

THE OLD CURIOSITY SHOP

The Old Curiosity Shop is one of Charles Dickens's best-known works. It relates the adventures of Little Nell and her grandfather, who are forced to become beggars through the persecutions of Quilp, a dwarf, who is a master of the art of tormenting people. Little Nell and her grandfather had such a hard life that when you read about them you want to cry. But the book is not all sad. There are times when you laugh over the ridiculous people they meet and their funny ways of talking. I enjoyed all of the book, and I think others who like good fiction would have as much pleasure in reading it as I did.

A MINSTREL IN FRANCE

Harry Lauder, the great Scotch singer, is the author of this book. As soon as war was declared, Lauder's only son, Captain John Lauder, went to the front, where he was killed. His last words to his men were "Carry on." Harry Lauder felt the death of his son so keenly that, although he was too old to fight, he determined to do something to "carry on." His work was to cheer the soldiers in camp with his stories and his songs. *A Minstrel in France* tells of his experiences in the camps. It is well worth reading.

JERRY

Jerry is the story by Jack London of a dog in the East Indies. Jerry was captured by head-hunters, and had some interesting experiences before he found a home. It is one of the most absorbing books I ever read, and I think most boys would enjoy it.

OVER THE TOP

If you have not read *Over the Top* by Arthur Guy Empey, you will enjoy doing so. It is the true story of a young American who joined the British army before the United States had entered the war. He fought in the trenches for some time until he was wounded while



going "over the top." He was not able to go back into the war, but he has done good work since as a writer and a lecturer. I never really understood how the trenches were arranged until I read this book. The book is not sad, for the author saw the funny side whenever there was one to see. In some places in the book the English isn't good, but the story is interesting all the way through.

Plan a short talk (four to six sentences) on a book that you have read and liked. Try to give the class an idea of what the book is about, without telling the

story of it. Show why you enjoyed it. Be as definite as possible. The statement "The book is interesting" does not tell anything definite about the book.

Recognizing Sentences

Tell which of the following groups of words are sentences, which are clauses, and which are neither. Give the subject substantive and the predicate verb of each sentence and clause.

1. As soon as I come home
2. This book tells the experiences of a dog
3. Although he was too old to fight
4. To go back over the road
5. The author saw the funny side of things
6. The dog was captured by head-hunters
7. The rain fell in torrents
8. Before we started on our journey
9. While reading in the library
10. *The Old Curiosity Shop* was written by Dickens

Stories of Experiences

The books that give us pleasure are those that tell of the experience of others. By *experience* we do not mean simply outward events, such as accidents, fires, and fights, but we mean especially the way in which outward events affect people. Guy Empey's *Over the Top*, for example, holds the attention not only because it relates the incidents of war, but because it tells how the war made him and other soldiers feel. Leave out the feelings and impressions of the writer, and you leave out the best part of the book.

Have you ever thought that in this respect books are superior to motion pictures? Motion pictures cannot tell nearly so well as books how the actors feel. The actors try to show their feelings by their gestures and by the expression of their faces; but these means are not so good as words to convey the many varieties of feeling. Words, voice, and gestures combined express the feelings. Books can give us words alone; they must supply voice and gestures by description.

A School Experience

In relating your own experience, then, try to tell not merely what happened to you, but how you felt, and how you expressed your feelings. The following pupil's contribution to a school paper not only tells what happened, but what feelings were aroused:

"Where there's a will there's a way!" The Lincoln School boys never get into a tight place without some one's finding a way out. On January ninth a basketball game was scheduled with St. Albans, and all the boys felt that they should like to have better-looking suits. But what could they do? Wildman and Lewis volunteered to try their hands at dyeing. This met with the approval of every one, and soon the suits were collected and taken to Mr. Abbott's attic.

When the boys appeared the next evening on the gymnasium floor at St. Albans we all sat up and opened our eyes in astonishment. Those nice new suits! And the way those boys played! How proud we were of them! After this success every pupil in this school should patronize the new establishment of Wildman and Lewis.

The following selection is adapted from Charles Lamb's *My First Play*. Notice how vividly he writes of his feelings:

The afternoon had been wet, and the condition of our going was that the rain should cease. With what a beating heart did I watch from the window the puddles, from the stillness of which I was taught to predict the desired ceasing! I seem to remember the last spurt and the glee with which I ran to announce it.

I remember the waiting at the door. O when shall I be such an expectant again! But when we got in, and I beheld the green curtain that veiled a heaven to my imagination, which was soon to be disclosed — the breathless anticipations I endured! The boxes at that time, full of well-dressed women of quality, projected over the pit; and the pillars that supported them were adorned with a glistening substance (I know not what) under glass (as it seemed) resembling sugar-candy — yet to my raised imagination, it appeared a glorified sugar-candy! The orchestra lights at length arose. Once the bell sounded. I reposed my shut eyes in a sort of resignation upon my mother's lap. I was not yet six years old. The bell rang the second time. The curtain drew up. All feeling was absorbed in vision.

Think over some experience you have had, and try to tell it so that the members of the class may share your experience. Try to make them see what you saw and to feel as you felt.

It is not necessary to choose an exciting or unusual event to relate. Some of the following subjects may suggest to you possible stories:

1. What Became of My Nickel
2. When I Received My Report Card
3. Selling Tickets
4. Selling Christmas Seals
5. A Hasty Reply
6. Too Sure
7. An Early Caller
8. From the Frying Pan into the Fire
9. Counting Your Chickens Before They Are Hatched
10. The Fish I Didn't Catch
11. A Dust Bath
12. Mixed Clothes
13. A Tom Sawyer Trick
14. A Letter I Forgot to Mail
15. Burnt Fingers and Burnt Pies
16. Running a Nail into My Foot
17. Difficulties of Building a Shack
18. Stuck in the Mud
19. Why I Was Tardy
20. An Unexpected Bath

A Letter

Think over a book that you would like to recommend to a friend. Write a short letter telling him something about the book and why you think he would enjoy it. If you wish, you may write to a pupil in your class, or you may write to some one at a distance to whom you may mail your letter.

Read your letter over carefully, and correct all mistakes before you send it. If necessary, copy it neatly.

Fold the letter to fit the envelope, place it in the envelope and address it, using the following form:

Miss Charlotte Robinson
216 Alderson Street
Savannah, Ga.

Conjunctions

Read the following sentences to find out what the italicized words do:

1. Harry *and* Jim are here.
2. We shall coast *or* skate.
3. The day is cold *but* clear.

And, *or*, and *but* in these sentences are called **conjunctions**. The word *conjunction* means *that which joins*. As you see, these words join other words.

Conjunctions may also join clauses or phrases, as in the following sentences:

1. It is snowing hard *and* the wind is blowing.
2. I should like to go, *but* I cannot.
3. Shall I bring the book to you, *or* will you come for it?
4. We traveled through woods *and* across fields.
5. We shall go on the street car *or* in a taxicab.

Interjections

Notice that the italicized words in the following sentences express strong feeling:

Alas! the bird is dead.

Hurrah! we have won.

Oh! how can you be so cruel?

Words like the above that express strong feeling are called **interjections**.

Exercise

In the following sentences (a) select the prepositions and tell the object of each; (b) select the conjunctions and tell what each connects; (c) select the interjections:

1. The Junior Red Cross promotes interest in foreign countries.
2. It makes articles for needy people and helps them in other ways.
3. It encourages boys and girls to work and to save.
4. One of the greatest things for a child is service.
5. Can you sew or cook?
6. Hurrah! boys, hurrah! fling our banner to the breeze.
7. They intended to go; but they could not get a reservation.
8. Ah! what a wondrous age this is!
9. John or I will return the book.
10. Oh! come to the woodlands.
11. The river flows through fields and meadows.
12. Ho! ho! at last I've found you.
13. The house is near the street, but it is quiet.
14. O blackbird! sing me something well.

XVI. STORIES OF ENDEAVOR



The American Spirit

The American spirit seems to flame brightest in times of trial and adversity. Columbus, the Pilgrims, Washington, and Lincoln have their places in history because of the dangers that beset their paths and the bravery with which these dangers were met. In your own community there may be men and women who have struggled through hardships to success. Tell the class about a brave pioneer or a citizen of the present time whose example will encourage boys and girls.

Joaquin Miller in his poem *Columbus* has expressed in a very striking manner the courage with which the discoverer of America faced the unknown.

COLUMBUS

Behind him lay the gray Azores,
Behind, the Gates of Hercules;
Before him not the ghosts of shores,
Before him only shoreless seas.
The good mate said: "Now must we pray,
For lo! the very stars are gone.
Brave Admiral, speak, what shall I say?"
"Why, say, 'Sail on! sail on! and on!'"

"My men grow mutinous day by day;
My men grow ghastly wan and weak."
The stout mate thought of home; a spray
Of salt wave washed his swarthy cheek.
"What shall I say, brave Admiral, say,
If we sight naught but seas at dawn?"
"Why, you shall say at break of day,
'Sail on! sail on! sail on and on!'"

They sailed and sailed, as winds might blow,
Until at last the blanched mate said:
"Why, now not even God would know
Should I and all my men fall dead.
These very winds forget their way,
For God from these dread seas is gone.
Now speak, brave Admiral, speak and say —"
He said: "Sail on! sail on! and on!"

They sailed. They sailed. Then spake the mate:
"This mad sea shows his teeth to-night.
He curls his lips, he lies in wait,
With lifted teeth, as if to bite!
Brave Admiral, say but one good word;
What shall we do when hope is gone?"
The words leaped like a leaping sword:
"Sail on! sail on! sail on! and on!"

Then, pale and worn, he kept his deck,
And peered through darkness. Ah, that night
Of all dark nights! And then a speck —
A light! a light! a light! a light!

It grew, a starlit flag unfurled!
It grew to be Time's burst of dawn.
He gained a world; he gave that world
Its grandest lesson: "On! sail on!"

JOAQUIN MILLER ¹

Studying the Poem

The poem opens abruptly at the point where Columbus had left land far behind him: "Behind him lay the gray Azores." "The Gates of Hercules" is the name the ancient people gave the Strait of Gibraltar. What lay before Columbus? What changes did the sailors find in the stars, in the compass, and in the winds on this voyage? Why was this enough to frighten them? Who is the mate of a ship? What did he want Columbus to do? How did Columbus answer him?

Why were the men mutinous? What word in the second stanza tells you that the mate was not a coward? Why did Columbus feel differently? What did he say to the mate's question?

The mate and the sailors were religious and superstitious. How would they feel if they thought God was gone from the seas? What caused the mate's face to become white? How is the mate interrupted in the third stanza?

Notice how the two short sentences at the opening of the fourth stanza express the passage of a long time. Give the mate's description of the storm at sea. What made him think of the sea's teeth? What idea does the "leaping sword" give you?

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What tells you that the difficulties of the voyage and the fears of the men had told upon Columbus? Did Columbus really see a "starlit flag"? What is meant by "Time's burst of dawn"? Has the first voyage of Columbus inspired others to keep a brave heart and "sail on" when they were discouraged?

Memorize the poem.

The spirit of Columbus has animated many Americans. Consult your histories and reference books for examples of courage and perseverance in the midst of discouragement. Study the story of some American whose life illustrates the spirit of Columbus. Select some particular incident to bring out your point, and plan definitely what you will say.

Stand straight and speak distinctly. Look at the class while you speak. Try to interest every member of the class in what you say.

Dictation

Read the following selection, noticing the punctuation marks and the arrangement of paragraphs. Try to write it perfectly from dictation.

During a battle in the Mexican War some of the soldiers ran away. Stonewall Jackson was one of those who held his ground and fought to the end.

After the battle some one said to Jackson, "You were foolish to remain in that dangerous place. Why did you do it?"

Jackson replied, "I was ordered to hold my position and I had no right to leave it."

Forms of Verbs

Learn the principal parts of the following verbs:

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
come	came	come
ring	rang	rung
see	saw	seen

Use with
has, have,
had

Make sentences using each of the following words and groups of words:

rang	saw	came
has rung	has seen	has come
had rung	had seen	had come

Original Stories

You probably know some story of endeavor in which a person or an animal persevered in doing what he set out to do, just as Columbus persisted in sailing on. Think over such a story, and plan to tell it to the class. Plan your story so that the purpose shall seem worth while. If possible, bring in some surprise at the end.

Speak distinctly, and look at the class.

A Written Paragraph

Choose a topic sentence to develop into a written paragraph. You may use a sentence of your own or you may select one of the sentences given on page 287. Plan your paragraph so that it shall expand and illustrate your topic sentence. Do not include anything in your paragraph that does not bear on the topic sentence.

1. At last I had a bite.
2. A small pool affords a fine place to catch tadpoles in the spring.
3. What a fine day it was to make candy!
4. I wonder if I shall be at school on time.
5. Rushing and scurrying from all directions came a troop of boys.
6. It was hot enough to make you wish for the North Pole.
7. Have you ever traveled a mile a minute?
8. Not many boys could have done what Oscar did.

Sentence Study

Select the subject substantive and the predicate verb of each of the following sentences. Find all the nouns, pronouns, adjectives, adverbs, and prepositions:

1. Stonewall Jackson bravely held his position.
2. He was stationed in a dangerous place.
3. Some of the soldiers ran away.
4. He fought to the end.
5. This mad sea shows his teeth to-night.
6. A spray of salt wave washed his swarthy cheek.
7. The angry waves beat furiously upon the deck.
8. My men grow mutinous day by day.
9. What shall we do?

A Talk to the Class

Prepare to give a talk about some man or woman whom you admire and would like to imitate. Tell why you admire the person you have selected. Try to interest the class in the one about whom you speak.

XVII. REVIEW OF THE SENTENCE

1. The part of the sentence about which something is told is the **subject**. In "The tallest boy led the line," *the tallest boy* is the subject. The important word of the subject is the **subject substantive**. *Boy* is the subject substantive of the sentence quoted.

2. The part of the sentence that tells something about the subject is the **predicate**. In "The tallest boy led the line," *led the line* is the predicate. The important word of the predicate is the **predicate verb**. *Led* is the predicate verb of the sentence quoted.

3. Words that stand for persons, places, or things are called **substantives**. **Nouns** are substantives that name persons, places, or things. **Pronouns** are substantives that do not name persons, places, or things, but that stand in place of the names. In "John sits behind me," *John* is a noun, because it names a boy; *me* is a pronoun because it stands in place of the name of the speaker.

4. A word that can assert something about the subject is a **verb**. In "The mule kicked the boy," *kicked* tells what the mule did, and it is the verb of the sentence.

5. Some verbs require a substantive to receive some action from the doer. Thus, in "The mule kicked the

boy," *boy* receives the action from the mule. A substantive that receives action from the subject is called the **object** of the verb. Not all verbs have objects.

6. A group of words used together as one part of speech, but which does not contain a subject and a predicate, is called a **phrase**. In "The child lay on the bed," *on the bed* is a phrase telling where the child lay.

7. A word or a group of words that affects or changes the meaning of another word is called a **modifier**. In "The little child lay on the bed," *little* is a modifier of *child*; *on the bed* is a modifier of *lay*.

8. A word that modifies a noun or a pronoun is an **adjective**. In "The old horse died," *old* is an adjective that modifies *horse*.

9. A word that modifies a verb, an adjective, or an adverb is an **adverb**. In "The wind blew hard," *hard* is an adverb modifying *blew*. In "The man was nearly blind," *nearly* is an adverb modifying *blind*. In "It blew very hard," *very* is an adverb modifying *hard*.

10. A word that shows some relation between a substantive and some other word in the sentence is a **preposition**. In "The child lay on the bed," *on* is a preposition that shows the relation between *bed* and *lay*.

11. A word that connects two words, phrases, or clauses is a **conjunction**. In "You and I are going," *and* is a conjunction that connects *you* and *I*. In "People formerly traveled on horseback or by water," *or* is a conjunction that connects the phrases *on horseback* and *by water*.

12. A word that is thrown into a sentence to express strong feeling is an **interjection**. In "Ah! This is just what I like," *ah* is an interjection that has no connection with the other words of the sentence.

13. A part of a sentence that contains a subject and a predicate is a **clause**. In "If I go I shall see you," *if I go* is a clause, of which *I* is the subject and *go* is the predicate. *If* is a conjunction connecting the clause with the main part of the sentence, *I shall see you*.

EXERCISES IN GRAMMAR

I. Give the subject substantive and the predicate verb of each of the following sentences:

1. A cloudy sky indicates rain.
2. The birds fly south in autumn.
3. We planted our garden in April.
4. Frances skates very well.
5. The river reflects the sky.

II. Select the phrases in the following sentences and tell what each phrase modifies:

1. The bird is singing on the bough.
2. The child in its mother's lap laughed and crowed.
3. We coasted down the hill.
4. The snow on Mont Blanc never melts.
5. The boy with the sled rolled in the snow.
6. The tree near the bridge was struck by lightning.
7. Children from the country make useful citizens.
8. The people across the street are good neighbors.

III. Select the clauses in the following sentences, and give the subject substantive and the predicate verb of each clause:

1. When you come home we shall be glad to see you.
2. If it snows to-morrow, the children will coast.
3. I missed my lesson because I have lost my book.
4. While you were away we had a visitor.
5. The teacher will remain until the children have finished their work.

IV. Select the substantives in the following sentences and tell whether each substantive is a noun or a pronoun:

1. The girls are making sponge cake.
2. We saw them in the kitchen.
3. The basket-ball team will play to-morrow.
4. I saw a blind man on the street.
5. They brought me home in the automobile.
6. Mother sent him to the store.

V. Select the adjectives and the adverbs in the following sentences, and tell what each modifies:

1. Three white mice played in the barn.
2. They greatly feared the cat.
3. The sun shines brightly on the slate roofs.
4. A little gray squirrel jumps nimbly among the branches.
5. We noticed the cloudy, threatening sky
6. This brave horse saved his master.
7. He acted quickly and intelligently.

VI. Select the verbs, the prepositions, the conjunctions, and the interjections in the following sentences. Tell the object of each verb and preposition.

1. Mother gave the apples to me.
2. Young citizens in the schools engage in many forms of service.
3. The inscription over the door was written in Latin.
4. They fanned Alice with bunches of leaves.
5. The dwarf spun the straw into gold.
6. They drove in a golden coach to church.
7. Alas! how easily things go wrong.
8. Time and tide wait for no man.
9. Mother calls me "Johnny" but everybody else calls me "John."
10. Over the river and through the wood
To grandfather's house we'll go.

VII. Give the subject substantive and the predicate verb of each of the following sentences, and give the part of speech of each word:

1. The king's eyes sparkled with pleasure.
2. He saw a large pile of gold on the floor; but he did not believe his eyes.
3. This is a wonderfully clever little maiden.
4. At that very moment the door creaked.
5. The little man had a tray of loaves on his head.
6. Hurrah! Alice will come to the picnic.

SUPPLEMENT

ADDITIONAL SUBJECTS FOR ORAL AND WRITTEN COMPOSITION

1. *An Imaginary Trip with a Historical Character*

Imagine that you were one of a party on a trip with a great man, such as Columbus, Balboa, La Salle, De Soto, Washington, Roosevelt, etc. Tell one or two interesting incidents that might have happened.

2. *An Imaginary Story Told by a Great Historical Character*

Tell the story that Columbus might have told to Isabella; the story that John Smith might have told to members of his colony when he returned from his adventure with Pocahontas; the story that Sir Walter Raleigh might have told to Queen Elizabeth; the story that Paul Revere might have told to his children.

3. *Description of Persons without Giving Their Names*

Describe some one known by the class, and ask the class to guess who it is.

4. *An Imaginary Story*

Write the story suggested by one of the following:

A Deserted House
Seeing a Ghost
Lost at the Circus
Caught by the Tide

A Snowy Night
Without Money
Out of Gasoline
On the Wrong Train

5. *Imaginary Conversations*

Make up conversations between historical persons, Washington and Lafayette, for example, in which some particular point is brought out. You may also make up conversations between persons of the present time.

6. *Questions for Argument:*

- (a) Should our school have a playground?
- (b) Is a climate in which there is no winter better than one that has winter?
- (c) Are girls as brave as boys?
- (d) Do picture shows do boys and girls more good than harm?
- (e) Do the pupils of our class have too many outside interests?
- (f) Is it more profitable for a boy to go to work at fourteen or to stay in school?
- (g) Is the ——— an economical car to buy?
- (h) Should boys and girls who earn money spend it as they please?
- (i) Is a knowledge of music worth anything to a boy who expects to be a mechanic?
- (j) Should self-government be set up in our class?

A LIST OF BOOKS FOR HOME READING

STORIES

- ABBOTT, JACOB *A Boy on a Farm*
- ALCOTT, LOUISA M. *Little Women*
 Little Men
 Jack and Jill
 Jo's Boys
- ALDRICH, THOMAS BAILEY.... *The Story of a Bad Boy*
- ANDERSEN, HANS CHRISTIAN.. *Fairy Tales*
Arabian Nights Entertainments
- BALDWIN, JAMES *Fifty Famous Stories Retold*
 Hero Tales Told in School
 Old Stories of the East
 Old Greek Stories
 The Golden Fleece
- BALDWIN (JAMES) AND LIVEN-
 GOOD (W. W.)..... *Sailing the Seas*
- BARBOUR, RALPH HENRY.... *Captain of the Crew*
 The Half-back
 The Crimson Sweater
- BARRIE, JAMES M..... *Peter Pan in Kensington Garden*
- BROWN, ABBIE FARWELL.... *In the Days of Giants*
 The Book of Saints and Friendly
 Beasts
- BURGESS, THORNTON W. *Mother West Wind's Animals*
 Mother West Wind's Children
- BURNETT, FRANCES HODGSON.. *Editha's Burglar*
 Little Lord Fauntleroy
 Sara Crewe
- CARROLL, LEWIS..... *Alice's Adventures in Wonderland*
 Through the Looking-glass

- CHURCH, ALFRED J. *Story of the Iliad*
 Story of the Odyssey
- COLLODI, CHARLES. *Pinocchio*
- CRAIK, DINAH M. *The Adventures of a Brownie*
 The Little Lame Prince
- DEFOE, DANIEL. *Robinson Crusoe*
- DODGE, MARY MAPES. *Hans Brinker*
- ESTMAN, CHARLES A. AND
 ELAINE. *Wigwam Evenings*
- EGGLESTON, EDWARD. *A Hoosier Schoolboy*
- EWING, JULIANA H. *Jackanapes*
- GRANT, ROBERT. *Jack Hall*
- GRIMM, JACOB AND WILHELM. *Household Tales*
- GUERBER, H. A. *Legends of the Middle Ages*
- HARRIS, JOEL CHANDLER. *Nights with Uncle Remus*
 Uncle Remus and His Friends
- HAWTHORNE, NATHANIEL. *A Wonder Book*
 Tanglewood Tales
- JEWETT, SARAH ORNE. *Betty Leicester*
 A White Heron
- JUDD, MARY C. *Wigwam Stories*
- KINGSLEY, CHARLES. *Greek Heroes*
 Water Babies
- KIPLING, RUDYARD. *Captains Courageous*
- KUPFER, GRACE H. *Stories of Long Ago*
- LAGERLÖF, SELMA. *The Wonderful Adventures of Nils*
- LAMB, CHARLES AND MARY. *Tales from Shakespeare*
- LANG, ANDREW. *Fairy Books*
- LANIER, SIDNEY. *The Boy's King Arthur*
- MABIE, HAMILTON. *Norse Stories Retold from Eddas*
- MÆTERLINCK, MAURICE. *The Bluebird for Children*
- OTIS, JAMES. *Toby Tyler*
- OUIDA. *A Dog of Flanders*
 The Nürnberg Stove
- PAGE, THOMAS NELSON. *Two Little Confederates*
- PEABODY, JOSEPHINE P. *Old Greek Folk Stories*
- PERRAULT, CHARLES. *Fairy Tales*

STORIES FROM HISTORY

- BALDWIN, JAMES.....*Discovery of the Old Northwest*
Conquest of the Old Northwest
Abraham Lincoln
American Book of Golden Deeds
Fifty Famous People
Four Great Americans
- BEEBE, MABEL B.....*Four American Naval Heroes*
- BOUTET DE MONVEL, LOUIS M.....*Joan of Arc*
- BROOKS, ELBRIDGE S.*The True Story of Benjamin Franklin*
The True Story of Christopher Columbus
The True Story of Lafayette
- COE, FANNY E.....*Makers of the Nation*
- COFFIN, CHARLES C.....*Boys of '76*
- EGGLESTON, EDWARD*Stories of Great Americans for Little Americans*
Stories of American Life and Adventure
- GORDY, WILBUR F.....*Stories of American Explorers*
American Leaders and Heroes
- HART (ALBERT B.) AND
 HAZARD (BLANCHE S.).....*Colonial Children*
- HAWTHORNE, NATHANIEL.....*Grandfather's Chair*
- LANG, ANDREW.....*The Story of Joan of Arc*
Tales of Troy and Greece
- NICOLAY, HELEN.....*Boy's Life of Abraham Lincoln*
- SKINNER, ELEANOR.....*Tales and Plays of Robin Hood*
- SPARKS, EDWIN E.....*Worth-while Americans*
- STARR, FREDERICK.....*American Indians*
- STONE (GERTRUDE L.) AND
 FICKETT (MARY G.).....*Everyday Life in the Colonies*
- TAPPAN, EVA MARCH.....*When Knights Were Bold*
- WARREN, HENRY P.....*Stories from English History*

NATURE AND ANIMALS

- BOSTOCK, FRANK C. *The Training of Wild Animals*
 BROWN, JOHN. *Rab and His Friends*
 BURROUGHS, JOHN. *Birds and Bees*
 Squirrels and Other Fur-Bearers
 CARTER, MARION H. *About Animals*
 Stories of Brave Dogs
 DANA, MRS. WILLIAM STARR. . . *Plants and Their Children*
 DU CHAILLU, PAUL B. *Stories of the Gorilla Country*
 The Country of the Dwarfs
 FABRE, JEAN H. C. *Our Humble Helpers*
 GHOSH, SARAH K. *Wonders of the Jungle*
 LONDON, JACK. *Call of the Wild*
 White Fang
 LONG, WILLIAM J. *Secrets of the Woods*
 Ways of the Wood Folk
 Little Brother to the Bear
 MILLER, OLIVE THORNE. *First Book of Birds*
 MUNROE, KIRK. *Snowshoes and Sledges*
 ROBERTS, CHARLES C. G. D. . . *Kings in Exile*
 SAUNDERS, MARSHALL. *Beautiful Joe*
 SETON, ERNEST THOMPSON. . . *Wild Animals I Have Known*
 The Biography of a Grizzly
 SEWELL, ANNA. *Black Beauty*

MISCELLANEOUS

- ADAMS, JOSEPH H. *Harper's Outdoor Book for Boys*
 BACHMAN, FRANK P. *Great Inventors and Their Inventions*
 BASSETT, SARA WARE. *The Story of Silk*
 The Story of Leather
 BEARD, DANIEL C. *Jack of All Trades*
 New Ideas for Out of Doors
 BOYES, HJALMAR H. *Boyhood in Norway*

CARPENTER, FRANK G.	<i>Around the World with the Children</i>
	<i>How the World Is Fed</i>
	<i>How the World Is Clothed</i>
	<i>How the World Is Housed</i>
	<i>South America</i>
	<i>North America</i>
	<i>Europe</i>
	<i>Asia</i>
GREY, ZANE	<i>The Young Forester</i>
MANSFIELD, BLANCHE M.	<i>Our Little French Cousin</i>
	<i>Our Little English Cousin</i>
	<i>Our Little Scotch Cousin</i>
ROOSEVELT, THEODORE	<i>Stories of the Great West</i>
ROULET, MARY F. NIXON	<i>Our Little Alaskan Cousin</i>
	<i>Our Little Brazilian Cousin</i>
TAYLOR, BAYARD	<i>Boys of Other Countries</i>

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